

2010

REDESIGN PLAN

& SIG Grant Application Eastland Middle School

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Submitted on 1-21-10

ROSEVILLE COMMUNITY SCHOOLS EASTLAND MIDDLE SCHOOL- SIG

***Please see Transformational Model Reference Chart on page 3.**

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Transformational Model Reference Chart

Develop & Increase school leader effectiveness	
REQUIRED ACTIVITIES	Page numbers
Replace the principal	15-16, 28
Include student data in teacher/leader evaluation	16-18, 156-165
Evaluations designed with teacher/principal involvement	16-18, 59-60, 156-163
Provide on-going job embedded staff development	14-15, 17-20, 22-25, 28-30, 59-60, 63-64, 180-181, 184-187, *199-205
Implement financial incentives or career growth or flexible work conditions	17-19, 23
PERMISSABLE ACTIVITIES	
Provide additional \$ to attract and retain staff	17-19, 23, 156-163
Institute system for measuring changes in instructional practices that result from professional development	13-14, 17-20, 24-25, 28-30, *57-64, *199-205
Ensure that the school is not required to accept a teacher without the mutual consent of teacher & Principal, regardless of seniority	17, 21, 164-165
<u>Comprehensive Instructional Reform Strategies</u>	
REQUIRED ACTIVITIES	
Use data to identify and implement an instructional program that is research based and aligned from one grade level to the next as well as with state standards.	13-14, 16, 19-20, 22-26, 28-30, 48-49, 56-64, 179-183, 195-205
Promote continuous use of student data to inform instruction and meet individual needs of students	13-14, 16, 19-23, 25, 30-31, 57-60, 62-63, 65, 195-198
PERMISSABLE ACTIVITIES	
Conduct review to ensure that	13-14, 16, 18-20, 22-26, 28-30,

curriculum is implemented with fidelity and is impacting student achievement.	47-48, 50-51, 57-64, 156-163, 166-176, 179-181, 184-187, 194, 206-208
Implement a school wide Response to Intervention model.	14, 17-19, 24-25, 29, 57, 186
Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.	14, 17-18, 20, 22-224, 27-30, 58-65, 179-181, 184-187, 199-205
Use and integrate technology-based interventions.	14, 19, 22, 24-25, 48, 56-64, 179-183
Summer transition programs or freshman activities.	19
Increase graduation rates through credit recovery, smaller learning communities, and other strategies.	18-19, 195-198
Establish early warning systems to identify students who may be at risk of failure.	13-14, 18-19, 22, 24-25, 28-30, 57-64
<u>Increased Learning Time and Creating Community Oriented Schools</u>	
REQUIRED ACTIVITIES	
Provide increased learning time	18-19, 177-178
Provide ongoing mechanisms for family and community involvement	13-14, 166-176, *206-208
PERMISSABLE ACTIVITES	
Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	13-14, 23-24, 166-176, 206-208
Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	18-19, 177-178, 206-208

Implementing approaches to improve school climate and discipline	13-14, 23-25, 166-176, 206-208
Expanding the school program to offer full day kindergarten or pre-kindergarten	In place in elementary schools
<u>Providing Operational Flexibility and Sustained Support</u>	
REQUIRED ACTIVITIES	
Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement	17, 20-21, 25-30, 179-183
Ensure that school receives ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization.	14, 16-17, 20, 25, 28-30, 46, 48, 57-64, 179-187, 194, 199-205
PERMISSABLE ACTIVITIES	
Allow the school to be run under a new governance arrangement.	N/A
Implement a per pupil school based budget formula weighted based on student needs.	14, 18-19, 21, 179-183

Special Note

The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

Eastland Middle School Vision & Core Beliefs

2010 – 2014 AND BEYOND

Roseville Community Schools' students, staff, administration, board members and community members have selected the transformation model from the options offered by the Michigan Department of Education for Eastland Middle School. We will ensure that our school functions at an acceptable level that provides students with opportunities to achieve up to their potential. Our plan is to make Eastland a destination for learning. We believe this is going to be our finest moment.

Eastland Middle School Beliefs

We believe...

1. Parental support and involvement is necessary to motivate students for optimum success in education.
2. The best learning process occurs when students and staff are motivated to strive for excellence.
3. Students are entitled to a socially, emotionally, physically safe learning environment.
4. Visions and goals are guided by values.
5. We honor diversity in our students and their families.
6. We respect, support, and value each member of the global community.
7. We are committed to a positive attitude and proactive approach to achieve our shared goals and to build self-esteem for students, staff, and families.
8. Students have the responsibility to develop to their fullest potential, to practice appropriate behavior, and to assume the consequences of their choices, as they become productive citizens.
9. Everyone is accountable for his or her own success.

School Climate Vision: What will the future be like?

The mission of Eastland Middle School, in a cooperative partnership with students, the home, and the community, is to develop lifelong learners prepared to meet the challenges of the future.

Eastland Middle School is a destination for learning excellence. We ensure that our school functions at a level that provides students with opportunities to achieve to their fullest potential. By creating strong home and school partnerships, we have increased educational opportunities for every student. These opportunities require self-discipline, respect and the ability to take responsibility for one's own actions. Students are encouraged to participate in after-school activities such as band, special interest clubs and athletic teams. This increased extra-curricular activity has led to student ownership in the school that fosters a sense of pride not only among the student body, but also for the community at large.

A general positive atmosphere in our everyday interactions helps to encourage behavior modifications designed within the context of daily social interaction. For instance, during changing of classes, staff and students are continually engaged in exchanging greetings and words of encouragement. Familiarity between staff and students has increased comfort levels of all members of the school community and accordingly, the level of respect has increased and the time needed for disciplinary interactions has decreased exponentially.

Eastland Middle School is a positive, productive environment for students, staff and the community. Accepting students from other communities has created a community of diverse learners who share and support one vision. Staff members are continuously involved in professional development throughout the calendar year. Our staff is comprised of nurturing experts in their chosen field of instruction as well as collaborative interdisciplinary educators. This process requires constant updating of strategies and techniques to remain on the cutting edge of education. One example of staff collaboration is the creation of an Aggressive Behavior Rubric based on Stan Davis' Schools Where Everyone Belongs.

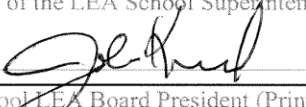
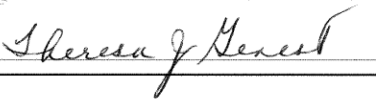
Valuable community resources include our large playing field, which used by gym classes and after-school sports teams from the school district as well as the Roseville community. Our gymnasium is used throughout the summer for team camps and recreation center activities. The Media Center and Computer Labs at Eastland are used to support and enhance academic achievement including for our Summer Math and Literacy camps. This building is truly an asset for the Roseville Community Schools district.

LEA Application Part I

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: ROSEVILLE COMMUNITY SCHOOLS Eastland Middle School	Applicant's Mailing Address: 18975 Church Street Roseville, MI 48066
LEA Contact for the School Improvement Grant Name: Michael LaFeve Position and Office: Assistant Superintendent for Instruction Contact's Mailing Address: 18975 Church Street, Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-771-1772 Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John Kment, Superintendent	Telephone: 586-445-5505
Signature of the LEA School Superintendent/Director: X 	Date: 9/13/2010
LEA School LEA Board President (Printed Name): Theresa Genest, Board President	Telephone: 586-445-5500
Signature of the LEA Board President: X 	Date: 9/13/2010
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Grant Summary

District Name: Roseville

District Code: 50030

Community Schools

ISD Code: 50000

ISD/RESA Name: Macomb

**Intermediate School District
(MISD)**

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA Application Requirements

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
Eastland Middle School			X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

After being notified by the State in August 2010 that Eastland Middle School was on the Persistently Lowest Achieving Schools list, our district began meeting with the major stakeholders, which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On August 24, 2010 a group of stakeholders attended the Michigan Department of Education Lowest Performing Schools meeting in Lansing. The Eastland Middle School stakeholders including parents, teacher, administrators, School Board members then met during a series of informational meetings. After looking at the school data profile, which includes building performance data, and after careful consideration of the state decision-making and planning tool it was the overwhelming consensus in every meeting that the transformation model would be the best choice to significantly increase student achievement.

The district has developed a system wide framework for disaggregating data from multiple sources to help identify achievement gaps. Prior to this year we did not have access to a Data Warehouse. In order to address this deficiency and support data driven decision-making, the district trained staff this September in the use of Data Director and we are now using this powerful tool as our main source of disaggregating data. The district uses state, commercially developed and locally developed assessments to determine areas of need. This data is gathered and monitored throughout the school year using common assessments. Individual student data will be analyzed from year to year to ensure individual student growth. The district provides time for all teachers to meet by department, school, and grade to examine achievement data and curriculum alignment and make recommendations for change as needed. Teachers use this data to make changes in the instruction and curriculum to best meet the academic needs of our student population.

In order to increase stakeholder decision-making, the district gathers perception data and is continuously working to increase the participation of staff, parents, students and community members. We have developed staff, parent, and student surveys. The district utilizes a web-based survey program called "Survey Monkey" to gather this data. In addition, the district created a Marketing Committee comprised of stakeholder representatives from every school in the district. The committee actively collects and shares community input which is used in decision-making. The SIP team at EMS analyzes building perception data for the purpose of improving the school culture. These results will be disseminated to the major stakeholders annually. (Attachment IV)

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

The district has demonstrated a strong commitment to the transformation model by spending considerable resources to provide job embedded professional development and staff members are working diligently to ensure that research-based instructional methods are implemented with fidelity. The district will monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents. The district will provide social work and counseling services to the students. The district will also provide referrals to outside service providers when necessary. (Attachment VI, p. 179)

In order to support and sustain the transformation model the district has allocated funds to implement the RTI model and transform the culture of the school. The Eastland Middle School staff will attend training and implement the Adaptive Schools Model. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Eastland Middle School to focus on increasing student achievement based on data and implement research-based strategies in our School Improvement Plan. In addition, the principal and school improvement chairpersons will attend a workshop at the Macomb Intermediate School District entitled "Facilitators of School Improvement". These sessions will support the school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes! (Attachment IX, p. 194)

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements

Replace Principal

The Roseville Community Schools installed turnaround specialist Paul Schummer Ed.S, to Eastland Middle School in January of 2010. Mr. Schummer has a proven record of improving student tests scores with a particular emphasis on subgroups that contribute to the achievement gap. He successfully led the initiative to improve test scores at Roseville Middle School when they were in corrective action phase two. Under his leadership, RMS made AYP for five consecutive years. Mr. Schummer is a very visible, extremely capable individual who creates a culture in the building that is focused on increasing student achievement. He motivates others to give their best effort and will make certain that staff rely on data to make instructional decisions in their classrooms. Paul has strong problem solving skills

and understands the importance of listening and processing feedback from staff. However, when confronted with a decision to recommend changes in instructional focus for any staff member, Paul has the ability to assertively help that member of the staff make necessary adjustments to their teaching methodology. He has made difficult decisions including recommending non-renewal of teacher contracts to assure that staff members are effective. Paul is able to bring human resources together to meet timelines and take action to make sure the learning goals of the building are implemented and that progress monitoring is administered regularly with follow up decisions based on the data. Mr. Schummer has a strong work ethic and is able to withstand the criticism that is inherent in the position of turnaround specialist.

Factors in teacher evaluation

The district will develop an evaluation process with support from the Macomb Intermediate School District that determines teacher effectiveness utilizing student achievement data as one of the criteria. Evaluation of building leaders including administration will be based on student achievement data. The district will provide necessary professional development to staff and also monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan as required by the revised school code section 380.1280c. (Attachment II, pg.70). Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators. The Roseville Principal's Association has also adopted a formal letter of agreement to include student achievement as a significant factor in evaluation. (Attachment II, pg. 70)

Study committees have been convened by the Macomb Intermediate School District, as well as the Michigan Association of School Personnel Administration and other professional organizations, to develop guidelines for new evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both Administration and teacher bargaining units are participating with these various committees.

Roseville Community Schools has adopted the Teacher Evaluation Parameters

developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. (Attachment II, p. 156)

Roseville Community Schools administration has worked with the Roseville Federation of Teachers to incorporate the following list of incentives for teachers that have increased student achievement:

- Opportunities to select Professional Development in-services.
- Reserved parking for a specified period of time.
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.
- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Teachers will receive clerical support for the day that will include, but not be limited to, making copies and the typing of assignments or tests.
- The teacher will receive their choice of a gift card from a variety of local food establishments and/or entertainment venues.

Paraprofessionals, clerical, and ancillary staff are not held responsible for student achievement. They are used primarily as management support through discipline, student monitoring during high traffic times (before and after school and between classes), technical support, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please reference the October 11, 2010 memo that defines the district ability to assign teachers administratively. (Attachment III, p. 164)

The principal will also conduct regular follow-up with teachers to ensure that the transformation model and its processes and philosophical base are being adhered to.

Tools and Talk are data, reflective dialogue, and action for classrooms and school

improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

Administrators and teachers will participate in a 2-day Tools and Talk professional development to provide administrators and teachers with a set of protocols and common language to support self-reflection by teachers regarding their classroom practices.

Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.

Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange.

Increased time for student learning and staff collaboration

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increased collaboration time for our entire staff. The Roseville Federation of Teachers has agreed to extend the school day for all students by twenty minutes per day (approximately 60 hours/8.5 days per year.) Attachment V pg. 177

The extended learning time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers. It will be used for (a) instruction for all students in core academic subjects; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education; and (c) teacher collaboration.

The extra time will be in a single block called Intervention/Collaboration/Enrichment (I.C.E.) time. The results of summative and formative assessments (progress monitoring) will be used to place students into interventions in the core subjects or enrichment activities. Teachers will also collaborate with colleagues and students using achievement data and research to develop and implement interventions and enrichment activities. The bell schedule is currently 7:45 – 2:40. The time will be increased from 7:45 – 3:00 or another combination (after taking bussing needs, etc. into consideration) that will result in twenty minutes added to the bell schedule.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff contained within this plan.

Our Summer Math Camp is a five-week program for all of our middle school students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring and/or Credit Recovery will be offered daily throughout the school year.

As the producer of the master schedule, Paul Schummer, the building principal, will build a schedule that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, wherever possible, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

The Roseville school district has agreed to regular collaboration time for the Eastland Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

We are currently participating in bi-monthly collaboration days. We believe that the greater amount of collaboration time will result in improved performance by our students in the classroom and on state tests.

Extended Learning Time Summary

Activity	Support	Hours
Extended School Day	All students	60
Before/After School Tutoring	All students ELA/Math/Science	155
Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Jump Start Transition Summer Program	Incoming students	8
	TOTAL	399

Administrators, staff, and parents have worked collaboratively with consultants employed

by our primary external service provider the Macomb Intermediate School District to develop and implement interventions in a three tiered model that support data driven decision making and research based best practices for our students. (Chart on pages 43-46, Attachment X, p. 195)

- Select external providers from the state's list of preferred providers

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary.

- Align other resources with the interventions;

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Eastland Middle School Administration and School Improvement Team to coordinate all the interventions associated with the transformation model. (Attachments VI, p. 179, X, p. 195 and XI, p. 199)

Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Eastland Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed. (Attachment VII, p. 184 and XI, p. 199)

- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes);

In order to ensure that the interventions are implemented with fidelity Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached. (Attachment II, p. 156)

The Roseville Community Schools is committed to changing policies and practices to

transform the culture of Eastland Middle School to support and implement the transformation model. Central Administrators met with the staff at Eastland Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that are new to the building, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan. (Attachment IV, p. 166)

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFevé as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Eastland Middle School. (Attachments VIII, p. 188 and IX, p. 194)

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. John has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Eastland Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy. (Attachment III, p. 164)

- Sustain the reforms after the funding period ends.

The Roseville Community Schools will continue to implement strategies associated with the transformation model after funding ends. This will ensure and support a continuing increase in achievement at Eastland Middle School. As is shown below, considerable resources from the General Fund, Section 31 A, Title II A, have been and will continue to be allocated in support of the transformation model. Our enrollment is currently stable at the middle school level and may increase as we share our success with members of Roseville and the surrounding communities.

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district is committed to sustaining these initiatives for all students at Eastland Middle School through the use of district funding and other grant sources once the SIG is phased out. Section 31a or at-risk dollars will provide additional support for our struggling students. Professional development will be conducted to support these initiatives and will include teacher trainers. These local trainers will train new staff members, software and technology will have been purchased and will only require updates and maintenance. In addition the Professional Learning Communities (PLCs) and other professional development will concentrate on building leadership capacity and effective research based interventions based on assessment data in the staff at Eastland Middle School. These practices will become embedded into the culture at EMS to sustain the transformation into the future. (Attachments VI, p. 179, VII, p. 184 and XI, p. 199)

The Roseville Community Schools and Eastland Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Eastland Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Eastland Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP. Direct state oversight will no longer be necessary and district oversight will be decreased. Eastland Middle School (EMS) will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The Ad Hoc Committee will continue to oversee and review the EMS School Improvement Plan periodically to ensure sustainability.

In order to make and sustain significant, rapid gains in student achievement, the staff at Eastland Middle School will participate in a number of research-based job-embedded professional development opportunities including, AIMSweb, Close & Critical Reading, Corrective Reading, Expressive Writing, Spelling through Morphographs, Reading Apprenticeship, Carnegie Cognitive Tutor – Math. In addition, there will be on-site training by consultants from the Macomb Intermediate School District, Carnegie Learning, and AIMSweb.

The School Improvement Team at Eastland Middle School uses Comprehensive Needs Analysis, MEAP data and local assessments to identify areas of concern (student achievement gaps). The principal and leadership team in collaboration with consultants from the Macomb Intermediate School District have developed a data based three-tiered intervention model of instruction/intervention to support and address all three goals of increasing proficiency in reading, writing and math. The School Improvement Plan (SIP) includes a variety of research-based training, software programs and technology to increase the effectiveness of each tier of intervention/support. We will be using various data collection tools several times during the year to monitor student progress and review the fidelity of the curriculum. When

the student data has been analyzed, the students will receive interventions (classes, programs or activities) that are best suited for the needs of each individual. The principal and school improvement teams have identified the staff responsible for each strategy. Ongoing Professional Learning Communities (PLCs) will receive job-embedded professional development, participate in regular collaborative departmental data meetings and SIP meetings that will transform the culture at EMS and ensure that we can sustain these initiatives in the future.

In order to recruit and retain effective teachers Eastland Middle School A Teacher Incentive Package is being developed in collaboration with the Roseville Federation of Teachers that currently includes opportunities to attend select Professional Development, reserved parking, lunch at L.B. Williams Restaurant, free Roseville Community Schools Scholarship Dance tickets, gift cards, additional classroom supplies, and clerical support for the day.

In addition staff members will be paid \$22.00 per hour for work outside the regular school day. Examples include: after school tutoring, extended year math camp, extended year literacy camp, etc.

Eastland Middle School has selected a core group of staff members along with the building principal to train in the Adaptive Schools Model. The team is attending and will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision-making and program implementation.

Staff will also be offered career growth opportunities through programs such as: Teacher Leader Cohort Training, Summer School Administrative Internships, Professional Development Trainer of Trainers, etc. As staff members become experts in data collecting and implementing research-based interventions they will train new staff members and refresh and renew existing staff.

The Roseville Community Schools has developed and is implementing three initiatives to provide increased learning time for the students of Eastland Middle School. The District has committed to providing Summer Math Camp, a five-week program for all students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math software. Our Literacy Improvement Program is designed to increase student achievement in reading, and will be offered to all our students at the end of the summer and extended after the school day through mid-October. After-school tutoring for all Eastland Middle School students will be offered throughout the school year. (Attachments V, p. 177 and VI, p. 179)

In order to increase family and community engagement, the Roseville Community Schools has formed ad hoc committees to oversee and monitor the transformation model initiatives. These committees will be comprised of school board members, central office administrators, staff members, parents and community members. In addition, we have created a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible through an online tool called

SurveyMonkey. Parents from Eastland Middle School have attended transformation model meetings and are very supportive. One of the suggestions that came out of these meetings that we are already implementing is that school improvement is emphasized and updated at parent/community meetings. (Attachments IV, p. 166 and IX, p. 194)

One of the challenges that Eastland Middle School has addressed is providing opportunities to increase family and community engagement. School leaders along with students, staff, community leaders, union representation and parents are involved in the collaborative planning, monitoring and evaluation of the school improvement plan. These stakeholders are invited to meetings on the third Thursday of each month and have a voice in the decision-making process. This summer, after analyzing our MEAP scores, administrators, staff and parents came together to revisit our fundamental beliefs and create a new vision for the future for Eastland Middle School. Staff members conducted a Comprehensive Needs Analysis to determine where our weaknesses are and what challenges lie ahead. We hosted a parent club meeting on September 23rd at which we shared this information including student achievement data and the PLA school requirements and used the turnaround model selection process to select the best model for Eastland Middle School. They unanimously selected the transformational model as being the best option to significantly increase student achievement. Parents will continue to be invited to and participate in school improvement meetings. The School Improvement Plan is discussed at length at every parent club meeting. The district will evaluate policies and procedures through a variety of methods including parent club and ad hoc committee meetings to determine if any changes are required. In addition we have developed a parent survey using SurveyMonkey. We will be seeking perception data and sharing it with all stakeholders. Eastland Middle School is also preparing to implement a parent workshop series designed to increase parent collaboration and involvement as well as support learning and meet the needs of our stakeholders. We are also in the process of creating a parent resource center where parents will have access to the internet and a variety of resources. (Attachment XII, p. 206)

One of the challenges we faced was not having a comprehensive data warehouse. We have addressed this and are currently using Data Director (all staff were recently trained) SuccessMaker (software program), MEAP, locally developed assessments, grades, and teacher observation. In addition, the district has purchased and trained staff on AIMSweb, a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. Literacy coaches from the MISD are in the classrooms working with our teachers to increase writing fluency. Writing Tracker is being employed and students will chart their improvement. This data will be collected and analyzed for diagnostic purposes. These methods will provide longitudinal and current data on student performance. This data will be evaluated periodically, providing valid information on student performance to help determine if our selected intervention models are successful. The district will adopt and implement the RTI model to determine the levels of intervention for each individual student using the data collected four times per year. All students will be assessed three times per year to determine the level of intervention needed. After each evaluation, parents will be

informed of their student's progress. All students will be placed in one of three tiers that have a prescribed level of intervention. Students will be placed according to their academic needs if additional interventions are needed. The district has demonstrated a commitment to increasing opportunities for our gifted and talented students through Advanced Mathematics and Foreign Language programs. Eastland Middle School hosts the Project Challenge gifted and talented program and has expanded it to include our seventh graders this year. Additional opportunities are being developed.

The district is working with the Macomb Intermediate School District using the Adaptive Schools Model, which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

We are confident in the stability of the district and our ability to sustain the initiatives in the transformation model. Processes are in place to assure that fiscal responsibility is exercised including balancing the budget and timely payment of expenses. The district has an experienced and capable assistant superintendent in charge of business and finance who oversees the budget and reports regularly to the Superintendent and Board of Education. The district has demonstrated a commitment to sustained significant student achievement by allocating considerable resources towards job- embedded professional development and the use and integration of several technology based interventions. (Attachments VI, p. 179, VII, p. 184, and X, p. 195)

The Roseville Community Schools District has scheduled various training opportunities that will be ongoing. These professional development opportunities will include: PowerSchool, PowerBook, Data Director, SuccessMaker, Carnegie, Navigator and Aims/Webb. In addition, Eastland Middle School staff will be engaging in job embedded professional development including *Data Director*, *AIMSweb*, *Facilitators of School Improvement* and the *Adaptive Schools Mode*, *Reading Apprenticeship*, *Close and Critical Reading*, *Corrective Reading*, *Expressive Writing*, and the *Read to Achieve program*. The district will use this training and technology to analyze student achievement data and determine if additional interventions are needed.

Another key factor in sustaining these initiatives is a strong Buildings & Grounds Department. This department oversees the maintenance and cleanliness of each building in the district. The Roseville Community Schools also has a Transportation Department that provides consistent, safe transport of eligible students. The bus fleet is inspected and maintained regularly. Additional vehicles were recently purchased.

In 2006 Roseville Community Schools' stakeholders collaborated on a vision for the future. This vision came to fruition in the form of a \$110 million dollar bond. The bond process included many meetings with a very large group of parents, staff, and community members and instilled a real sense of ownership and shared decision-making. The bond includes the

building of two new state-of-the art elementary schools and the consolidation and elimination of several antiquated, non-cost effective elementary buildings. Several additions to the high school including an industrial technology wing, cafeteria, pool and auditorium updates and a ninth grade wing were also included in the bond. The remaining schools in the district are currently being refurbished. Finally, the bond incorporated state-of-the art technology throughout the district and cost-efficient heating and cooling systems.

Our stakeholders envision a district with new and refurbished schools that are energy efficient and utilize cutting-edge technology. In order to make that vision a reality, the district is in the process of building new schools, and refurbishing existing schools as well as eliminating schools that are not cost-effective. The bond is well on its way to completion and students and staff have been moved as necessary.

The Roseville Community Schools curriculum is aligned with the state HSCEs and GLCEs. We are currently in the process of posting the core curriculum on the Blackboard website. The Roseville Community Schools has committed to providing more time and flexibility for the teachers at Eastland Middle School to collaborate in Professional Learning Communities (PLCs) for professional development, analyzing data, and reviewing curriculum and making improvement in the school culture. In addition PLCs work on school improvement on a regular basis including before and after school, on lunch hours and on their prep time.

Staff members have developed end-of-course assessments based on the HSCEs and GLCEs. We are in the process of developing and selecting additional formative and summative assessments, which will be accessed through programs such as Data Director, AIMSweb and Successmaker. Staff members will use the data to implement interventions and adjust instruction as needed. The district is engaged in the process of training staff members, including teacher trainers to utilize Data Director to collect and disseminate district and school-wide data. Eastland Middle School has purchased a scanner and been awarded a grant to purchase another to aid in this process. The district has a collaborative process in place to establish which materials need to be purchased. Department and grade-level collaboration is used to review current materials and make recommendations. Funds are allocated to purchase these materials. Bond allocations technology, including computers, and infrastructure totaled over eight million dollars.

The Roseville Community Schools has established an evaluation process to ensure that teachers are effective. Staff members regularly attend professional development at the district, local and state level to acquire and maintain up-to-date teaching strategies. New teachers are paired with a mentor and are afforded the opportunity to attend the *New Teacher Academy* at the Macomb Intermediate School District. The district also employs leaders and consultants with the expertise to support and train staff members. Teacher trainers are utilized to help sustain new strategies and initiatives whenever possible.

The Roseville Community Schools Board of Education and the Roseville Federation of Teachers have agreed on a district-wide school improvement plan that is based on the needs of our students, reflects a vision of rapid improvement and allows the placement of

resources, including personnel, into schools that are in the most need of improvement. All Roseville Community Schools' stakeholders share accountability for student achievement results. In order to ensure fiscal stability, balance the budget and minimize the elimination of vital programs, all the bargaining units in the district have agreed to significant concessions in order to make cuts totaling approximately 9 million dollars. The district has developed committees including Board of Education members, staff, parents and community members to monitor and oversee the implementation of the transformation model.

The Roseville Community Schools has a teacher retention rate of over 90%. The rate of retention of principals in the district is well over 90%. Excluding movement necessitated by the bond, promotions or retirement, the principal retention rate by building is also over 90%. Other than those who have filled positions opened due to retirements, all central administrators have remained in their positions for over three years.

The Roseville Community Schools maintains a personnel department that recruits, inducts and evaluates district school staff as well as administration. The district has a plan to improve teaching for all staff that includes providing many opportunities for professional development for teachers, administrators and support personnel. All teachers are provided with planning time during which they can plan lessons, collaborate with colleagues, analyze student achievement data and observe each other. *State certified* middle school teachers are utilized as instructional aides for one class period per day to provide additional interventions for at-risk students and reduce the student-teacher ratio at all tiers in ELA and Math. The amount of time for PLCs to collaborate on school improvement time is set aside periodically for all staff throughout the school year. Additional time for PLCs to collaborate on school improvement by department or committee had been substantially increased and is provided by making substitute teachers available. In addition staff members are meeting before school, at lunch, after school and on their prep periods. We also conduct a Jumpstart Summer Transition program for our incoming 6th and 7th grade students.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

Note: Although Eastland Middle School is fully implementing the transformation model in September of 2011 we want to increase our students' proficiency in reading, writing, and math now! The checked off portions of the following timeline of professional development, activities and interventions have been implemented and will continue in the 2010-2011 year in order to be fully prepared and trained when the school year begins.

Eastland Middle School Transformation Timeline

December 2009

- ☑ Turnaround Principal Paul Schummer was installed at Eastland Middle School to Improve MEAP scores.

June 2009

- ☑ EMS students with a 3 or 4 on their MEAP Math test attend Summer Math Camp.

July 2009

- ☑ EMS students with a 3 or 4 on their MEAP ELA test attend Summer Literacy Improvement Camp.
- ☑ Staff and parents work to make School Improvement Plan more robust.

August 2010

- ☑ Administration and Staff met with parents to develop core beliefs and a new vision and school-home compact for Eastland Middle School
- ☑ Eastland Middle School was notified that it was on the Lowest Performing Schools list.

September 2010

- ☑ Roseville Administrators attended a meeting for the schools on the list in Lansing.
- ☑ Successmaker Training
- ☑ Staff met and overwhelmingly supported the transformation model.
- ☑ EMS staff training on Data Director
- ☑ EMS staff training on Powerschool and Powerbook.
- ☑ Parents met with administrators and overwhelmingly selected the transformation model
- ☑ Student Achievement Seminar
- ☑ Roseville Board of Education
- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☑ Teacher Trainers are trained in Corrective Reading and Expressive Writing.
- ☑ Staff to attend the Data Director Symposium after being awarded a mini grant.
- ☑ Instructional Aides (coaches) begin working with at risk students in math and ELA classrooms
- ☑ Marty Zimmerman, MISD Literacy Coach starts working 2 days per week with EMS teachers and students in the classroom on Close and Critical Reading and increasing Writing Fluency.
- ☑ SIP/SIG committee meetings take place before and after school and on teacher lunch and prep time.
- ☑ Carnegie Math training

October 2010

- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☑ Facilitators of School Improvement Middle School training
- ☑ Adaptive Schools Training
- ☑ Instructional Aides continue to work with at risk students.
- ☑ Principal Series

- ☒ Ad hoc Transformation Model committee meeting
- ☒ Reading Apprenticeship for new teachers

November 2010

- ☒ Facilitators of School Improvement Middles School
- ☒ Adaptive Schools Training
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Principal Series
- ☒ AIMSweb Training
- ☒ Close and Critical Reading Training for Science and Social Studies staff
- ☒ Ongoing School Improvement Meetings
- ☒ Work on schedule for Tier II and III students

December 2010

- ☒ Principal Series
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Facilitators for School Improvement
- ☐ SIP teams work on SAR for NCA QAR visit next year.

January 2011

- ☒ Principal Series
- ☐ Universal Screening of All Students
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☐ RTI Three Day Implementation Training
- ☐ Reading Apprenticeship for new teachers
- ☐ Identify Tier II and III students.
- ☐ SIP Teams work on Self Assessment for NCA

February 2011

- ☐ Principal Series
- ☐ Teacher Leader Cohort IV Adaptive Schools
- ☐ Turn in Self Assessment
- ☐ RTI – Academics
- ☐ Using MEAP data to guide your ELA Classroom
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

March 2011

- ☐ Student Achievement Seminars
- ☐ Adaptive Schools
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

April 2011

- ☐ Facilitators of School Improvement
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☐ Student Achievement Seminar

May 2011

- ☐ Adaptive Schools - Celebration
- ☐ Principal Series

July-August 2011

- ☐ Tools and Talk Training – MISD

2011 – 2012

- ☐ Redesign Plan Implementation
- ☐ Adaptive Schools – Different staff to build capacity
- ☐ Professional Learning Communities – Teacher leaders
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Teacher leaders
- ☐ Data Director – Teacher trainers and Para pro
- ☐ Close and Critical Reading – Teacher trainers
- ☐ Improving Writing Fluency – Teacher trainers
- ☐ Reading Apprenticeship – Teacher trainers
- ☐ Corrective Reading – Teacher trainers
- ☐ Work on SAR for QAR visit

2012 - 2013

- ☐ Adaptive Schools – Mix of staff from previous two years
- ☐ Professional Learning Communities
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Include different teachers
- ☐ Data Director – New staff, teacher trainers
- ☐ Close and Critical Reading – New teachers, elective teachers
- ☐ Improving Writing Fluency – New teachers, elective teachers
- ☐ Reading Apprenticeship - Refresher
- ☐ Corrective Reading – New teachers

NOTE: The training above is designed to change culture of the building and transform teaching in the classroom by building teacher leader capacity and collaboration through PLCs. We will focus on rapid, sustainable gains in student achievement utilizing our three-tiered intervention program using frequent assessment data to ensure that we target areas based on our students' needs. (See Attachment XI, p. 199, for detailed professional development timeline.)

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I, and Tier II schools that receive school improvement funds.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 16% difference between African American scores and aggregate in overall achievement.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 43% difference between SWD scores and aggregate in overall achievement.

Student data analysis from standardized assessments indicates that African American students scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap.

Item analysis data indicates that performance on items R.NT.07.02, R.NT.07.04, R.IT.07.03, R.CM.07.01, R.CM.07.02, and R.CM.07.03 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items R.NT.06.03, R.CM.06.03, are areas of difficulty for students and are causes of the achievement gap in 7th grade. 13 Student answers on the constructed response R.NT.06.02 were insufficient to rate.

Teaching staff has not had access to a data warehouse that would assist them with data analysis that could inform their instruction practice.

Low completion rates on homework and in class assignments are a cause of the achievement gap.

Absenteeism is a cause for the achievement gap.

The percentage of all 8th grade students scoring at the proficient level on the MEAP will increase from 58% to 68%.

The percentage of all 8th grade African American students scoring at the proficient level on the MEAP will increase from 35% to 66%.

The percentage of all 8th grade Special Education students scoring at the proficient level on the MEAP will increase from 13% to 40%.

Student data analysis from standardized assessments indicates that African American 8th grade students' scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap.

Item analysis data indicates that performance on items N.MR.07.02, A.PA.07.01, A.PA.07.04, A.PA.07.05, A.PA.07.06, A.PA.07.07, A.RP.07.02, A.RP.07.09, A.FO.07.12, and N.FL.07.09 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items N.FL.06.02, N.FL.06.04, N.MR.06.03, N.ME.06.05, N.FL.06.10, A.FO.06.07, A.FO.06.12, A.FO.06.13, M.TE.06.03, N.ME.06.20, G.TR.06.04 are areas of difficulty for students and are causes of the achievement gap in 7th grade.

Teaching staff has not had access to a data warehouse that would assist them with data analysis that could inform their instruction practice.

Completion rates on homework and class assignments are causes of the achievement gap.

Student absenteeism is a cause of the achievement gap.

The percent of all students proficient on the 8th grade math MEAP increases from 57% to 67%

The percent of students with disabilities proficient on the 8th grade math MEAP increases from 23% to 40%

The percent of African American students proficient on the 8th grade math MEAP increases from 19% to 66%

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- Describe how this process was conducted within the LEA.

After being notified by the State in August 2010, our district began meeting with the major stakeholders, which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On August 24, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile, which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Eastland Middle School. Central Administrators, staff members from Eastland Middle School, parents, the turnaround specialist and Macomb Intermediate School District consultants have participated in a series of meetings and work sessions to determine which initiative would be most effective to increase student achievement at Eastland Middle School. (Attachments IV, p. 166, and VIII, p. 188)

A detailed comprehensive needs assessment was conducted through research and collaboration of several Eastland Middle School staff members. Data was gathered and analyzed on student achievement, attendance and discipline. We also obtained and analyzed data on teacher qualifications and attendance. We discerned several areas of weakness including achievement gaps that were identified and used as a basis to create research-based interventions using a three-tiered system. (Attachments I, p. 70 and X, p. 195)

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III School it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

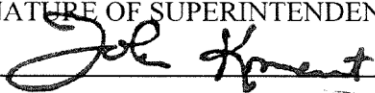
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date
10/15/10

SIGNATURE OF LEA BOARD PRESIDENT



Date
10/15/10

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,620
Student Data	
Dropout rate	N/A (Middle School)
Student attendance rate	94.3%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	1335
Number of students involved in disciplinary incidents	220
Number of truant students	33
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	In the process of developing a new evaluation system
Teacher Attendance Rate	95.6%

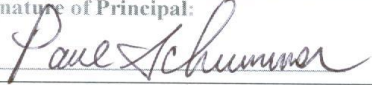
LEA Application Part II

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Eastland Middle School 01050	District Name and Code Roseville Community Schools 50030
Model for change to be implemented: Transformation	
School Mailing Address: 18700 Frank St., Roseville, MI 48066	
Contact for the School Improvement Grant: Name: Michael J. LaFeve Position: Assistant Superintendent Contact's Mailing Address: 18975 Church Street; Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-771-1772 Email address: mlafeve@roseville.k12.mi.us	
Principal (Printed Name): Paul Schummer	Telephone: 586-445-5700
Signature of Principal: X 	Date: 10/15/10
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 16% difference between African American scores and aggregate in overall achievement.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 43% difference between SWD scores and aggregate in overall achievement.

Student data analysis from standardized assessments indicates that African American students scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap.

Item analysis data indicates that performance on items R.NT.07.02, R.NT.07.04, R.IT.07.03, R.CM.07.01, R.CM.07.02, and R.CM.07.03 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items R.NT.06.03, R.CM.06.03, are areas of difficulty for students and are causes of the achievement gap in 7th grade. 13 Student answers on the constructed response R.NT.06.02 were insufficient to rate.

Student data analysis from standardized assessments indicates that African American 8th grade students' scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap.

Item analysis data indicates that performance on items N.MR.07.02, A.PA.07.01, A.PA.07.04, A.PA.07.05, A.PA.07.06, A.PA.07.07, A.RP.07.02, A.RP.07.09, A.FO.07.12, and N.FL.07.09 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items N.FL.06.02, N.FL.06.04, N.MR.06.03, N.ME.06.05, N.FL.06.10, A.FO.06.07, A.FO.06.12, A.FO.06.13, M.TE.06.03, N.ME.06.20, G.TR.06.04 are areas of difficulty for students and are causes of the achievement gap in 7th grade.

Teaching staff has not had access to a data warehouse that would assist them with data analysis that could inform their instruction practice.

Low completion rates on homework and in class assignments are a cause of the achievement gap.

Student absenteeism is a cause of the achievement gap.

Sub Group Academic Data Analysis

Grade: 7th		Percent of Sub-group meeting State Proficiency Standards							
Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	59	64	78	62	62	N/A	62	64	80
Race/Ethnicity (African American)	63	70	69	63	67	N/A	56	53	66
Students with Disabilities	36	24	36	36	29	N/A	36	29	44
Limited English Proficient (LEP)	20	40	50	60	80	N/A	40	60	100
Homeless	0	0	100	0	0	N/A	100	100	100
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	67	65	79	61	66	N/A	65	66	88
Female	74	81	80	80	81	N/A	72	77	77
Aggregate Scores	70	73	80	71	74	N/A	69	72	82
State	72	80	82	77	78	N/A	73	83	82

Sub Group Academic Data Analysis

Grade: 8th

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	61	55	65	53	51	N/A	63	67	50
Race/Ethnicity (African American)	64	56	50	46	47	N/A	70	64	19
Students with Disabilities	26	9	27	22	9	N/A	35	55	24
Limited English Proficient (LEP)	0	33	100	0	67	N/A	0	67	67
Homeless	100	100	100	100	100	N/A	100	100	100
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	63	56	67	48	49	N/A	68	72	59
Female	76	70	78	69	72	N/A	71	73	55
Aggregate Scores	69	63	72	58	61	N/A	69	72	57
State	77	76	83	70	74	N/A	72	75	70

Sub Group Non-Academic Analysis

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out *			In*	Out*
7th Grade									
SES	158	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity (African American)	44	N/A	36	5	134	4	1	4	15
Disabilities	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	3	3	0	0	0	0	0	0	0
Homeless	3	0	0	0	0	0	0	0	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	82	N/A	53	8	20	7	2	6	12
Female	100	N/A	47	2	13	3	1	2	3
Totals	182	3	136	15	167	14	4	12	30

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out *			In*	Out*
8th Grade									
SES	132	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity (African American)	48		34	5	97	5	0	15	13
Disabilities	27	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	4	2	2	0	0	0	0	0	0
Homeless	1	0	0	0	0	0	0	0	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	85	N/A	44	4	18	10	0	3	16
Female	83	N/A	48	1	10	5	0	1	8
Totals	168	2	128	10	125	20	0	19	37

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	290	N/A	N/A	N/A	N/A	N/A
Race/ Ethnicity	92	2	N/A	N/A	N/A	N/A
Disabilities	58	N/A	N/A	N/A	N/A	N/A
LEP	7	N/A	N/A	N/A	N/A	N/A
Homeless	3	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	168	3	0	165	N/A	N/A
Female	183	0	0	183	N/A	N/A
Totals	350	27	0	351	N/A	N/A

Enrollment and Graduation Data – All Students

	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	182	N/A	36	N/A	3	N/A	179
8	168	N/A	34	N/A	0	N/A	168
						Grade	
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number of Students enrolled in Extended Learning Opportunities

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	36	N/A	N/A	240	115
8	34	N/A	N/A	424	101
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
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<input type="checkbox"/> Title I Part C			
<input type="checkbox"/> Title I Part D			
<input checked="" type="checkbox"/> Title IV Part A	<input checked="" type="checkbox"/> Section 31 a	<input type="checkbox"/> Head Start	<input checked="" type="checkbox"/> Special Education
<input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 32 e	<input type="checkbox"/> Even Start	
	<input type="checkbox"/> Section 41	<input type="checkbox"/> Early Reading First	
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

We used information gathered using the MDE Comprehensive Needs Assessment (CAN) to provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Eastland Middle School staff has demonstrated their support of the School Improvement Grant in many ways. Almost the entire staff came to the initial meeting when Assistant Superintendent Mike LaFeve and other central administrators informed them about the status of Eastland Middle School and the availability of the grant. Many staff members participated in School Improvement Plan and Grant meetings during the summer, collaborating with Macomb Intermediate School District consultants parents and administrators to determine areas of need and research which strategies and initiatives would make the greatest change in student achievement. We will continue to collaborate with stakeholders regularly to insure that the redesign plan is implemented with fidelity. (Attachment IV, p. 166)

2. Explain the school's ability to support systemic change required by the model selected.

In order to ensure that Eastland Middle School can sustain the transformation model the turnaround specialist and staff is committed to building leadership capacity through PLCs. The turnaround specialist that will lead this initiative has the ability to motivate and work with the staff and make tough decisions when needed. Administration and staff will implement a three-tiered approach that will assess the academic needs of each student to determine which level of intervention is needed. Job-embedded professional development in a variety of areas will give the teachers at Eastland Middle School the tools they need to implement and sustain rapid student achievement. Once the teachers have been trained and put this professional development to use in the classroom, they will have the ability to diagnose and implement interventions to target students in each of the three tiers. In addition, teacher trainers will be able to train new staff members in the future. Once the software and technology have been purchased, the only resources needed to sustain this initiative will be updates and maintenance.

3. Describe the school's academic achievement in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Group/Grade	Reading			Math		
	Year1	Year2	Year3	Year1	Year2	Year3
7 th Grade	70	73	80	69	72	82
8 th Grade	69	63	72	69	72	57

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Eastland Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement strategies to robust data-driven research-

based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, Writing Tracker, Progress Monitoring and locally developed assessments. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The Roseville Community Schools district is committed to providing Eastland Middle School with the time and tools needed to sustain the transformation model initiatives. The Superintendent has indicated that Eastland Middle School will be able to prioritize professional development days normally designated for the entire district to target the school improvement needs as well as provide substitute teachers where needed. The turnaround specialist and staff will be provided with the flexibility and time needed for job-embedded professional development, data collection and analysis, collaboration, classroom observations and consultation with educational experts from Macomb Intermediate School District and other state approved external service providers.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Many stakeholders from the Roseville Community Schools have come together in a collaborative effort to ensure the implementation of this grant. Board Members, Central Administrators, building administrators and staff met to discuss the implications of Eastland Middle School having been identified as a persistently low-achieving school. Parents and consultants from the Macomb Intermediate School District were brought in to seek their input and a consensus was reached that determined that the transformation model was best suited to support and sustain rapid student achievement. Even before Eastland Middle School was identified as being one of the Persistently Lowest Achieving Schools Mr. Schummer organized and met with the school improvement team during the summer and consulted with Macomb Intermediate experts in English/Languages Arts and Math to determine which research-based initiatives and state-approved external service providers would

be most effective in supporting a three-tiered intervention model. The discussion included professional development, technology and software that would enable staff to collect data, analyze it in a timely fashion and determine which level of intervention is best suited for each individual student. Stakeholder committees that include, board members, parents, community members, staff and central administration has been formed to oversee and monitor the implementation of the school improvement grant. In addition we have developed a parent, student, and staff survey online (SurveyMonkey) to gather perception data. These surveys will be administrated at least once per year. Perception data will be shared with all stakeholders and used in the decision making process. We are also rolling out our Parent Workshop in November. This series will be developed in collaboration with parents to meet their needs. The purpose of the Parent Workshop is to increase collaboration with families, and to support learning and parenting. Eastland Middle School is also developing a Parent Resource Center in our Media Center. Parents will have access to the Internet and other resources at school. The table below details the opportunities for family and parent collaboration. (Attachments IV, p. 166, VIII, p. 188, IX, p. 194, and XII, p. 206)

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland Middle School and Roseville Middle School)	Parents, teachers, administrators, board members, outside experts
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Biweekly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members
Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Jumpstart	Ease transition from elementary to middle School	Two days (6 th and 7 th grade) before school year begins	Students, parents, teachers, administrators
Parent Orientation	Ease transition from elementary to middle school	Once per year (parents of new incoming students)	Students, parents, teachers, administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition, community outreach	Once per month	Students, parents, teachers, administrators, board members
Powerschool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators
School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school –parent communication	Continuous	Parents, administrators
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses

SECTION III: PROPOSED ACTIVITIES

- 1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

Transformational Model Reference Chart

Develop & Increase school leader effectiveness	
REQUIRED ACTIVITIES	Page numbers
Replace the principal	15-16, 28
Include student data in teacher/leader evaluation	16-18, 156-165
Evaluations designed with teacher/principal involvement	16-18, 59-60, 156-163
Provide on-going job embedded staff development	14-15, 17-20, 22-25, 28-30, 59-60, 63-64, 180-181, 184-187, *199-205
Implement financial incentives or career growth or flexible work conditions	17-19, 23
PERMISSABLE ACTIVITIES	
Provide additional \$ to attract and retain staff	17-19, 23, 156-163
Institute system for measuring changes in instructional practices that result from professional development	13-14, 17-20, 24-25, 28-30, *57-64, *199-205
Ensure that the school is not required to accept a teacher without the mutual consent of teacher & Principal, regardless of seniority	17, 21, 164-165
<u>Comprehensive Instructional Reform Strategies</u>	
REQUIRED ACTIVITIES	
Use data to identify and implement an instructional program that is research based and aligned from one grade level to the next as well as with state standards.	13-14, 16, 19-20, 22-26, 28-30, 48-49, 56-64, 179-183, 195-205
Promote continuous use of student data to inform instruction and meet individual needs of students	13-14, 16, 19-20, 22-26, 28-30, 48-49, 56-64, 179-183, 195-205

PERMISSABLE ACTIVITIES	
Conduct review to ensure that curriculum is implemented with fidelity and is impacting student achievement.	13-14, 16, 18-20, 22-26, 28-30, 47-48, 50-51, 57-64, 156-163, 166-176, 179-181, 184-187, 194, 206-208
Implement a school wide Response to Intervention model.	14, 17-19, 24-25, 29, 57, 186
Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.	14, 17-18, 20, 22-224, 27-30, 58-65, 179-181, 184-187, 199-205
Use and integrate technology-based interventions.	14, 19, 22, 24-25, 48, 56-64, 179-183
Summer transition programs or freshman activities.	19
Increase graduation rates through credit recovery, smaller learning communities, and other strategies.	18-19, 195-198
Establish early warning systems to identify students who may be at risk of failure.	13-14, 18-19, 22, 24-25, 28-30, 57-64
<u>Increased Learning Time and Creating Community Oriented Schools</u>	
REQUIRED ACTIVITIES	
Provide increased learning time	18-19, 177-178
Provide ongoing mechanisms for family and community involvement	13-14, 166-176, *206-208
PERMISSABLE ACTIVITIES	
Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	13-14, 23-24, 166-176, 206-208

Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	18-19, 177-178, 206-208
Implementing approaches to improve school climate and discipline	13-14, 23-25, 166-176, 206-208
Expanding the school program to offer full day kindergarten or pre-kindergarten	In place in elementary schools
<u>Providing Operational Flexibility and Sustained Support</u>	
REQUIRED ACTIVITIES	
Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement	17, 20-21, 25-30, 179-183
Ensure that school receives ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization.	14, 16-17, 20, 25, 28-30, 46, 48, 57-64, 179-187, 194, 199-205
PERMISSABLE ACTIVITIES	
Allow the school to be run under a new governance arrangement.	N/A
Implement a per pupil school based budget formula weighted based on student needs.	14, 18-19, 21, 179-183

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

- i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Using the methods of collecting data noted throughout this document, staff members will assess and analyze students in each sub-group and determine what tier of intervention or adjustment in instruction is needed for each student. We will then implement interventions that are specific, targeted, and designed to make and sustain rapid gains in student achievement. (Attachment X, p. 195)

- ii. Describe how the school will collect, analyze and share data -with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Eastland Middle School will use several methods of collecting data including MEAP, MI-Access, Data Director, AIMSweb, SuccessMaker, Cognitive Tutor software and locally developed assessments to collect and analyze student achievement data. Job-embedded professional development in data collection programs such as Data Director, school improvement, and departmental data meetings will ensure that all teachers can access and interpret the results in a timely fashion.

Data will be shared with parents through Powerschool, Parent Portal, parent/teacher conferences, monthly newsletters, parent club meetings, progress reports and report cards. We will also include a student improvement section in the monthly newsletter to keep parents informed of the progress of our school improvement plan.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Eastland Middle School will assess student achievement and progress monitor students utilizing the methods and assessments mentioned above to measure

each student's progress and adjust instruction and/or place students into the appropriate tier of intervention as needed. Some of the assessments and methods that will be used include the MEAP, NAEP, Cognitive Tutor, Successmaker and local assessments that are developed in or selected from Data Director.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development

(<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

EASTLAND MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT PLAN

The Eastland Middle School professional development team will consist of the principal, other administration, staff, representative(s) from the stakeholder committee, community members/parents, and Macomb Intermediate School District consultants (as needed). This committee will review the school and district improvement goals and expectations for student achievement. Professional Learning Communities will be formed to address the following topics: student achievement data, tiered-level interventions, stakeholder surveys and input, research-based professional development resources and

school climate data, etc. The committees will report out relevant information to the school, district and community to help determine what additional professional development needs are present, what resources are required, and whether funding can be obtained. All professional development will be data-driven, research-based and will be coordinated with the district curriculum director.

The administrators and teachers at Eastland Middle School (EMS) will implement a data based decision-making process using a three-tiered model of instruction/intervention support to increase achievement for all students. We plan to provide job-embedded professional development, purchase technology and software to diagnose student needs in a timely fashion using a data-based decision making process, and utilize research-based instructional practices and programs to ensure rapid, sustained improvement.

In order to increase achievement, teachers will administer assessments including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The EMS school improvement team will complete an intensive audit of resources for each of the big ideas for reading, to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. In order to truly inculcate Professional Learning Communities into the culture of Eastland Middle School, teams will meet frequently to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Teachers, administrators, and students will utilize technology in conducting AIMSweb assessments, locally developed/selected assessments, and databased decision-making and to deliver content. Teachers, administrators and students will utilize computers, smartboards, graphing calculators, RF response cards,

etc., for ongoing Tier I-III Activities, to include AIMSweb, Web Quests, Research Activities, and other activities for core classes.

Tools and Talk

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

Staff leaders will implement tools and strategies from **Tools and Talk** to support reflective conversations by teachers (educators) about their instructional practice.

Staff leaders will support reflection by teachers (educators) about their instructional practice through (the implementation of) **Tool and Talk** protocols and strategies.

Administrators and teachers will participate in a 2-day **Tools and Talk** professional development to provide administrators and teachers with a set of protocols and common language to support self reflection by teachers regarding their classroom practices.

Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.

Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange.

Murphy, M. (2009). *Tools and Talk: Data, Conversation, and Action for Classroom and School Improvement*. United States of America: National Staff Development Council

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to answer the following questions when reading complex text:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or What is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose—author's intent?

Step 4: What does the text mean to me?

Administrators and teachers will implement Corrective Reading and Spelling with Morphographs to students who place into Tier II. In addition, teachers will use Corrective Reading to promote reading accuracy (decoding), fluency, and comprehension skills of students who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Finally, Eastland Middle School will develop and implement a Literacy Program for all students that will start in the summer of 2011 and continue into mid-October. Teachers will provide extended instructional time, lunch tutoring and after school tutoring for our students.

The school improvement team is committed to ensuring that students become proficient in writing and writing fluency. Writing protocols on Comparison/Contrast and Cause/Effect will be selected from Data Director and administered in the Fall to establish baseline data. Students (that are identified in the gap statement) will make a marked increase in achievement on interim assessments. Monitoring will be done through an ongoing discussion of student work/ assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Administrators and teachers will also use a data-based decision-making process using a three-tiered model of instruction/intervention support for writing including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The Eastland Middle School administrators and teachers will include the development of the highest learners by expanding the Advanced Math and Foreign Language classes to accommodate the seventh grade student population.

The EMS school improvement team will complete an intensive audit of resources for each of the big ideas for writing to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of writing.

Administrators and staff will receive professional development for AIMSweb, administer the assessments to the entire school and analyze the results.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write responses to the following questions after reading complex text:

Step 1: What does the text say or what is the content of the text?

Step 2: How does the text say it or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose and intent?

Step 4: What does the text mean to me?

Teachers in content areas using texts will teach students how to provide an appropriate written response to the text they are reading in the areas of: Summary/Restatement; analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Teachers will provide prompt and appropriate scaffolding to help students improve their writing fluency. Students in all tiers will be participating in the writing tracker system.

Students engage in sustained writing for five minutes every day from a variety of sources: journals, personal narratives, reflection on what was read, etc. The goal is to improve their writing fluency so they record the type of writing and the number of words generated each day. Periodically these trackers are reviewed to determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt and checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes. When the timer indicates five minutes, the students immediately reread their writing and count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

Students have an opportunity to write for fluency development every day. After the students have written for two or three weeks, they analyze their data, develop a line or bar chart, reflect on their progress (which content area renders the greatest number of words, the topic that produces the most words, etc.).

Administrators and teachers will receive professional development in and implement Reasoning and Writing to students who place into Tier II and Tier III. Reasoning and Writing uses a level system that combines instruction in writing with a strong skills orientation. From lesson to lesson, work on skills is integrated with writing. Students learn that spelling, punctuation, and grammar are essential to effective communication.

In order to increase math achievement for all students, administrators and teachers will implement a three-tiered, data based decision-making process similar to that mentioned above. Administrators and curriculum specialists will utilize the AIMSweb software to collect school-wide data on Engagement, Alignment and Rigor. Small Learning Communities will meet to analyze assessment and AIMSweb data and make instructional adjustments in the identified priority areas and guide students into the appropriate intervention. Administrators and staff will receive professional development for Carnegie Learning, implement the assessments, and analyze the results. Teachers will use Cognitive Tutor Software and books during instruction and generate weekly reports to progress monitor students. Finally, after identifying Tier II and Tier III students and their misconceptions in Mathematics, teachers will provide explicit and systematic instruction, use manipulatives, concrete models, visual representation, and instruction on solving word problems during Math Attack classes.

Finally, Eastland Middle School will develop and implement a Math Program that will start in the summer of 2011 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

Eastland Middle School teachers will formatively assess students using the TI Navigator System in all Mathematics classes. This includes TI- Nspire Calculators, TI Navigator System and software, Smart board screens with projector and software, and Calculator-based Data Collectors all of which will increase visualization and focus on the different representations (graph, table, symbolic) as well as increased use of real-world applications. Students using this type of technology have demonstrated deeper understanding and greater abilities in drawing inferences, with the greatest gains made by low-achieving students.

These and other technological tools will provide students with a better understanding of abstract mathematical and other challenging material. Research from Marzano and others conclusively states that a highly engaged classroom increases student achievement.

Every other Wednesday, Eastland Middle School math teachers will meet and collaborate with MISD mathematics consultants to review research and discuss

and analyze instructional strategies (anticipating, questioning, interpreting, and responding). This will include observation of classroom instruction as well as videotaping and discussion of instruction using "I notice, I wonder" protocol.

Teachers will observe other math teachers' classrooms to record teacher strategies and student reactions during instruction. Collaboration with mathematics teachers will follow.

Teachers will review research and practice planning lessons that incorporate the strategies of anticipating, questioning, interpreting, and responding. Teachers and Math Coaches will use Differentiated Instruction aligned to the Common Core Standards to teach students Mathematics through the utilization of tiered lessons to target different ability levels. In addition, teachers will supplement daily instruction by reinforcing problem solving strategies and conceptual knowledge after school and during the summer.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Michael LaFave, Assistant Superintendent - 10%

Mark Blaszkowski, Curriculum Director – 20%

Paul Schummer, Principal - Roseville Middle School – 100%

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Paul Schummer, Eastland Middle School Principal, will coordinate and oversee the school improvement evaluation process including evaluation of staff, programs and initiatives. Michael Antoine, Director of Technology for the district, will coordinate school improvement technical assistance.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver,

an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 2013.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed	
• Leadership councils Composition	✓			
• Principal Authority/responsibility	✓			
• Duties – teacher	✓			
• Duties - principal	✓			
• Tenure	✓			
• Flexibility regarding professional development activities	✓			
• Flexibility regarding our school schedule (day and year)	✓			
• Waivers from district policies to try new approaches		✓		
• Flexibility regarding staffing decisions	✓			
• Flexibility on school funding	✓			
Job-Embedded Professional Development				
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	✓			
• Schedule	✓			
• Length	✓			
• Financing	✓			
• Instructors	✓			
• Evaluation	✓			
• Mentoring	✓			

Budgeting				
School funding allocations to major spending categories • School staff input on allocation	✓			
• Approval of allocation	✓			
• Change of allocation midyear		✓		
Major contracts for goods and services • Approval process streamlined		✓		
• Restrictions (e.g., amounts, vendors)	✓			
• Legal clarifications	✓			
• Process	✓			
• Stipulations (e.g., targeted vs. unrestricted spending)	✓			
• Timeline	✓			
• Points of contact	✓			
Auditing of school financial practices Process	✓			
• Consequences	✓			

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

APPENDIX

Attachment I

Comprehensive Needs Analysis

School Data Profile

2009-2010

This section provides a model of the kind of school and student data that could be reviewed, and suggested questions that might be asked to probe deeper into the data and information. Completion of this section is recommended, but not required. This model is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about areas of need.

School Code:

School: Eastland Middle School

Principal: Paul Schummer

Person/Group completing CNA: Shelly Servis, Paul Schummer

Date: 08/2010

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? **7-8**
2. What is the current school enrollment? **352**
3. What has been the enrollment trend for the past five (5) years?

_____Increasing **X** Stable _____ Decreasing

Grade	'08 / '09		'07 / '08		'06 / '07		'05 / '06		'04 / '05	
	#	%	#	%	#	%	#	%	#	%
07	169	-9.6	159	-11.7	208	13.7	189	1.1	176	-13.7
08	192	-5.0	202	15.4	175	-5.9	186	-7.5	201	11.7
09	199	25.2	187	-10.1	180	-4.8	183	4.0	187	8.1
Total	560	2.2	548	-2.7	563	0.9	558	-1.1	564	1.3

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years. If yes, for which sub group(s)? **Yes, African**

American students and White students

Subgroup	'08 / '09	'07 / '08	'06 / '07	'05 / '06	'04 / '05
	# %	# %	# %	# %	# %
American Indian	21 61.5	13 -18.8	16 -15.8	19 5.6	18 -18.2
Asian	11 120.0	5 -37.5	8 -33.3	12 -7.7	13 -7.1
African American	121 23.5	98 34.2	73 -9.9	81 20.9	67 19.6
Hispanic	10 -9.1	11 83.3	6 50.0	4 -42.9	7 0.0
White	391 -6.0	416 -7.6	450 1.8	442 -3.5	458 0.0
Native Hawaiian	0	0	0	0 -100.0	1
Multiracial	6 20.0	5 -50.0	10	0	0
Total	560 2.2	548 -2.7	563 0.9	558 -1.1	564 1.3

Summary of enrollment data/information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?

Eastland's demographics are changing rapidly in two sub groups. The number of African American students has increased by close to 100% in five years with most of those students coming from Wayne County. The number of White students has decreased by about 15%.

2. After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, advertisement, recruitment, etc.?

Staffing:

We need more teachers for smaller class sizes.

Fiscal Resources:

Allocate more funds to assess student achievement and modify teaching strategies and implement interventions.

Facility Planning:

More computers, assessment and intervention software.

Parent Involvement:

Staff has made purposeful efforts to include new parents and parents representing new sub groups.

Professional Development:

Staff has engaged in diversity training and multi-cultural awareness. Including CCR, and Ruby Payne through MISD. Staff will engage in Powerschool, Data Director, Facilitators for

School Improvement, Corrective Reading, Reading Apprenticeship, and more.

Advertising/Recruitment: The Roseville Advantage marketing campaign to attract and retain student population.

Staff:

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching?

17 years

2. What is the average number of years current teachers have been assigned to this school?

8.3 years

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	22	0	1	8	13
2. Indicate the number of years, each of the teachers has been assigned to this school.	22	7	5	7	3

3. For the teachers in this school, during the past school year how many teachers have been absent?

(Absences that result in a sub-teacher being assigned to the classroom)

0-3 days	4-5 days	5-10 days	10 or more days
3	0	10	11

4. Indicate the number of teachers by grade level who meet the federal Highly Qualified and state Teacher Certification requirements for grade/subject area assignments.

Grade/Subject Area	Total Number of teachers in grade/subject	% who meet Criteria	% who do not meet criteria
EMS	24	100%	0

5. How long has the administrator(s) been assigned to this school?

Principal: **8 months**

Assistant Principal(s): **6 years**

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement that are:

- Designed to encourage two way communication

Parent teacher conferences, staff email, parent surveys, Phone calls home

- Designed as one way communication only

School news letter, EMS web page, School Marquee, Global fan out phone calls

- Designed to actively involve parents/community in the decision making at the building

Parent club, SIP Committee, realtor luncheon, clergy luncheon,

- Designed to actively involve parents/community in student learning

Parent volunteers in the school media center

2. Does the school have a current parent/teacher compact for each student? (Required for Federal Funds). **The parent/teacher compact has been mailed to parents. We will follow up until we get 100 percent returned.**

3. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

***EMS will start tracking this data at the spring conferences 2010. We will improve the collection of this information/data in the future.**

Group	Parent Conference Attendance									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Aggregate		66		58		56		79		52
Race/Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Homeless										
Neglected & Delinquent										
Migrant										
Gender										
Male										
Female										

Summary of School Demographic data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? **Yes**

2. If yes, what are the areas of concerns? **The relatively small percentage of parents we see at conferences.**

3. After discussion about these areas of concerns, what possible causes for the problems were identified? **Parents are working and cannot come to conferences, parents do not read the newsletters and are not aware of conferences, parents do not feel the need to come to conferences as long as their child is passing their classes, a significant number of parents whose children are not successful academically do not come to conferences.**

Use the following chart to list your responses.

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Possible action(s)
The percentage of parents not attending conferences.	Parents don't see the importance of communicating with their child's teachers.	Incentives for the students if their parents attend conferences. Better communication to the parents in trying to recruit them to attend.
Opportunities for parents to communicate with their child's teachers.	Parents don't feel comfortable contacting the school or their child's teachers.	The district is going to a "Power School" attendance/grading program that will allow parents to keep up on their student's information on a daily basis.
The shift in the makeup of the school demographics and the achievement gap.	Students coming in from surrounding districts are coming in below grade level in both math and reading.	Test all incoming students and use the data to recognize which students need remedial classes and extra services to bring them up to grade level. Continue to impress on the students that being here, isn't enough. Getting an education is a necessity in life.

Michigan AYP Targets


As the school reviews student academic achievement data, the following table provides the Michigan AYP Targets for the percent of students scoring in the proficient category of the MEAP/MME tests.

*for students with significant or multiple impairments, please refer to MI-Access results

Content	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
Elementary							
Math	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
Middle School							
Math	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
High School							
Math	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%

Student Data

MEAP/MME Achievement Reports




MICHIGAN
Department of
Education

District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 00040

SCHOOL SUMMARY REPORT
All Except Students with Disabilities

Grade 7 - Form 01
Fall 2006
ENGLISH LANGUAGE ARTS

PEM 10-25-2006 

School Name: SUPERIOR ELEMENTARY
School Code: 34567

ACHIEVEMENT

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range (150-700) (150-250) (251-350) (351-550) (551-700) (351-700)								
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range (150-700) (150-250) (251-350) (351-550) (551-700) (351-700)								
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range (150-700) (150-250) (251-350) (351-550) (551-700) (351-700)								
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

TOTAL ELA

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range (150-700) (150-250) (251-350) (351-550) (551-700) (351-700)								
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

PROGRESS

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining	123456 (100%) gaining
3-Basic	123456 (100%) declining	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining
2-Met Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining	123456 (100%) gaining
1-Exceeded Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) declining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	0 (0%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) declining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

* Includes all tested forms, including Emergency form student results.

** Only includes assigned form student results. Emergency students are not included. Due to rounding percents may not sum to 100%.

STANDARDS

STRAND	Domain	No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
	Comprehension	999,999	13.2	20																					
WRITING	Writing Genres	999,999	13.5	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

Page 1 of 1

Fall 2006 Run Date: 12/12/06 batchxxx-districtcode-0000000

www.mi.gov/MEAP - click on MEAP test results

*****PLEASE CONSIDER USING SCHOOL SUMMARY REPORT THAT INCLUDES TOTAL SCHOOL POPULATION – INCLUDING STUDENTS WITH DISABILITIES**

MEAP Assessment Test Item Analysis

The following charts are samples of reports that look at how students across the district are scoring on the MEAP/MME test items. These charts can compare schools within the district, and the district to the state. Websites for these charts are listed.

A review of the school overall performance on these test items can assist in determining if there are areas of concern with the school's instructional program, or within the district's curriculum.



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL SUMMARY REPORT All Students

Grade 07
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(572-823)		(572-683)	(684-699)	(700-737)	(738-823)	(700-823)
	2009	185	719	715-723	6%	15%	53%	26%	79%
	2008	170	716	712-720	12%	15%	52%	21%	73%
	2007	186	717	713-721	12%	17%	50%	20%	70%
	2005	181	714	711-717	6%	18%	54%	12%	76%
MATHEMATICS	Scale Score Range		(576-869)		(576-675)	(676-699)	(700-721)	(722-869)	(700-869)
	2009	185	716	713-719	1%	18%	49%	33%	82%
	2008	170	714	711-717	1%	28%	35%	36%	72%
	2007	186	712	709-715	5%	26%	37%	32%	69%
	2005	180	698	695-701	11%	47%	28%	14%	42%

FALL 2008 to FALL 2009 PERFORMANCE LEVEL CHANGE COUNTS (PERCENTS)

		Student Group	Performance Level Change Category			
			Significant Decline	Decline	Maintaining	Improvement
READING	Not Previously Proficient	1 (3%)	8 (22%)	6 (16%)	8 (22%)	14 (38%)
	Previously Proficient	6 (4%)	47 (35%)	46 (34%)	35 (26%)	1 (1%)
	All Students	7 (4%)	55 (32%)	52 (30%)	43 (25%)	15 (9%)

NOTE: 172 students (93%) were successfully matched from Fall 2008 to Fall 2009

MATHEMATICS	Not Previously Proficient	1 (3%)	4 (12%)	7 (21%)	16 (47%)	6 (18%)
	Previously Proficient	12 (9%)	45 (32%)	57 (41%)	22 (16%)	3 (2%)
	All Students	13 (8%)	49 (28%)	64 (37%)	38 (22%)	9 (5%)



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade 07
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

School	READING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students	185	719	6%	15%	53%	26%	79%	185	718	1%	18%	49%	33%	82%
Gender														
Male	81	718	0%	14%	51%	27%	78%	81	719	0%	12%	51%	37%	88%
Female	104	720	5%	15%	55%	25%	80%	104	714	1%	22%	47%	30%	77%
Ethnicity														
American Indian/Alaskan Native	< 10							< 10						
Asian/Pacific Islander	< 10							< 10						
Black, Not of Hispanic Origin	29	705	14%	21%	59%	7%	66%	29	704	3%	31%	55%	10%	66%
Hispanic	< 10							< 10						
White, Not of Hispanic Origin	132	724	5%	11%	52%	32%	83%	132	719	0%	16%	46%	36%	84%
Multiracial	< 10							< 10						
Additional Reporting Groups														
Economically Disadvantaged: Yes	122	717	5%	18%	54%	23%	77%	122	714	1%	19%	52%	28%	80%
No	63	724	10%	8%	51%	32%	83%	63	721	0%	16%	41%	43%	84%
English Language Learners: Yes	< 10							< 10						
No	183	719	7%	14%	53%	26%	79%	183	718	1%	18%	48%	33%	81%
Formally Limited English														
Migrant														
Homeless	< 10							< 10						
Accommodations														
Standard -- All	10	697	10%	60%	20%	10%	30%	24	697	0%	63%	38%	0%	38%
Nonstandard -- All **														
Standard -- ELL Only														
Nonstandard -- ELL Only **														

* Value may not equal the exact sum of level 1 & level 2 due to rounding.

** Results for these students are invalid and not reported.

Page 1 of 3

< 10 - No summary scores provided if less than 10 students.

Fall 2009 Run Date: 01/25/2010 P0ZRTS005



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL DEMOGRAPHIC REPORT

Students with Disabilities

Grade 07
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

School	READING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	25	697	24%	40%	32%	4%	36%	25	699	0%	56%	40%	4%	44%
Gender														
Male	13	698	23%	31%	46%	0%	46%	13	703	0%	38%	54%	8%	62%
Female	12	695	25%	50%	17%	8%	25%	12	695	0%	75%	25%	0%	25%
Ethnicity														
American Indian/Alaskan Native	< 10							< 10						
Asian/Pacific Islander	< 10							< 10						
Black, Not of Hispanic Origin	< 10							< 10						
Hispanic	< 10							< 10						
White, Not of Hispanic Origin	16	698	31%	31%	31%	6%	38%	16	699	0%	50%	44%	6%	50%
Multiracial														
Additional Reporting Groups														
Economically Disadvantaged: Yes	17	698	12%	53%	29%	6%	35%	17	698	0%	59%	41%	0%	41%
No	< 10							< 10						
English Language Learners: Yes														
No	25	697	24%	40%	32%	4%	36%	25	699	0%	56%	40%	4%	44%
Formally Limited English														
Migrant														
Homeless														
Accommodations														
Standard -- All	< 10							23	697	0%	61%	39%	0%	39%
Nonstandard -- All **														
Standard -- ELL Only														
Nonstandard -- ELL Only **														

* Value may not equal the exact sum of level 1 & level 2 due to rounding.
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Page 2 of 3

< 10 = No summary scores provided if less than 10 students.
Fall 2009 Run Date: 01/25/2010 P0ZRTS005



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 07
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

School	READING							MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Except Students with Disabilities	160	723	4%	11%	56%	29%	86%	160	719	1%	12%	50%	38%	86%
Gender														
Male	68	722	6%	10%	51%	32%	84%	68	722	0%	7%	50%	43%	93%
Female	92	723	2%	11%	60%	27%	87%	92	716	1%	15%	50%	34%	84%
Ethnicity														
American Indian/Alaskan Native	< 10							< 10						
Asian/Pacific Islander	< 10							< 10						
Black, Not of Hispanic Origin	25	705	16%	16%	60%	8%	88%	25	705	4%	20%	64%	12%	76%
Hispanic	< 10							< 10						
White, Not of Hispanic Origin	116	727	2%	9%	54%	35%	90%	116	722	0%	11%	47%	42%	89%
Multiracial	< 10							< 10						
Additional Reporting Groups														
Economically Disadvantaged: Yes	105	720	4%	12%	58%	26%	84%	105	716	1%	12%	54%	32%	87%
No	55	728	4%	7%	53%	36%	89%	55	724	0%	11%	42%	47%	89%
English Language Learners: Yes	< 10							< 10						
No	158	723	4%	10%	56%	30%	86%	158	719	1%	12%	49%	38%	87%
Formally Limited English														
Migrant														
Homeless	< 10							< 10						
Accommodations														
Standard -- All	< 10							< 10						
Nonstandard -- All **														
Standard -- ELL Only														
Nonstandard -- ELL Only **														

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Page 3 of 3

< 10 - No summary scores provided if less than 10 students.
Fall 2009 Run Date: 01/25/2010 P0ZRTS005



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL SUMMARY REPORT

All Students

Grade 08
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
READING	Scale Score Range		(690-918)		(690-779)	(780-799)	(800-833)	(834-918)	(800-918)
	2009	170	814	810-817	6%	21%	56%	16%	72%
	2008	189	813	809-817	12%	25%	39%	24%	63%
	2007	203	811	808-814	10%	21%	51%	18%	69%
	2005	186	804	801-807	14%	20%	56%	8%	66%

MATHEMATICS	Scale Score Range		(675-962)		(675-783)	(784-799)	(800-819)	(820-962)	(800-962)
	2009	170	806	803-809	13%	30%	32%	25%	57%
	2008	189	812	809-815	7%	21%	44%	28%	72%
	2007	203	808	805-811	6%	25%	43%	26%	69%
	2005	184	795	792-798	24%	40%	26%	10%	36%

SCIENCE	Scale Score Range		(659-961)		(659-780)	(781-799)	(800-831)	(832-961)	(800-961)
	2009	169	807	804-810	7%	31%	49%	14%	62%
	2008	189	808	805-811	8%	33%	41%	17%	58%
	2007	203	815	812-818	6%	21%	51%	23%	73%
	2005	183	808	805-811	10%	26%	49%	16%	64%

FALL 2008 to FALL 2009 PERFORMANCE LEVEL CHANGE COUNTS (PERCENTS)

Student Group	Performance Level Change Category				
	Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
Not Previously Proficient	1 (2%)	8 (17%)	9 (20%)	17 (37%)	11 (24%)
Previously Proficient	6 (5%)	45 (39%)	33 (28%)	30 (26%)	2 (2%)
All Students	7 (4%)	53 (33%)	42 (26%)	47 (29%)	13 (8%)

NOTE: 162 students (95%) were successfully matched from Fall 2008 to Fall 2009

Not Previously Proficient	3 (7%)	21 (50%)	5 (12%)	10 (24%)	3 (7%)
Previously Proficient	33 (27%)	52 (43%)	26 (23%)	7 (6%)	1 (1%)
All Students	36 (22%)	73 (45%)	33 (20%)	17 (10%)	4 (2%)

NOTE: 163 students (96%) were successfully matched from Fall 2008 to Fall 2009

Due to rounding percents may not sum 100%.

Page 1 of 24
This report is for school use only. It may contain data that could be used to identify individual student(s) results.

Fall 2009 Run Date: 01/27/2010 P0ZWDP006



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade 08
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

School	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Students	170	814	6%	21%	56%	16%	72%	170	806	13%	30%	32%	25%	57%	169	807	7%	31%	49%	14%	62%
Gender																					
Male	88	809	10%	23%	58%	9%	67%	88	806	11%	30%	36%	23%	59%	88	808	7%	32%	43%	18%	61%
Female	82	819	2%	20%	55%	23%	78%	82	806	15%	30%	28%	27%	55%	81	806	6%	31%	54%	9%	63%
Ethnicity																					
American Indian/Alaskan Native	< 10							< 10							< 10						
Asian/Pacific Islander	< 10							< 10							< 10						
Black, Not of Hispanic Origin	32	805	6%	44%	38%	13%	50%	32	792	31%	50%	16%	3%	19%	32	794	16%	47%	34%	3%	38%
Hispanic	< 10							< 10							< 10						
White, Not of Hispanic Origin	122	817	5%	15%	64%	16%	80%	122	810	7%	26%	35%	32%	67%	121	811	4%	24%	55%	17%	72%
Multiracial	< 10							< 10							< 10						
Additional Reporting Groups																					
Economically Disadvantaged: Yes	105	811	8%	28%	50%	15%	65%	105	803	15%	35%	30%	19%	50%	104	804	11%	36%	42%	12%	54%
No	65	818	5%	11%	68%	17%	86%	65	812	9%	22%	35%	34%	69%	65	813	0%	25%	58%	17%	75%
English Language Learners: Yes	< 10							< 10							< 10						
No	167	814	7%	22%	56%	16%	72%	167	806	13%	31%	32%	25%	57%	166	807	7%	30%	49%	14%	63%
Formally Limited English																					
Migrant																					
Homeless																					
Accommodations																					
Standard -- All								21	792	29%	52%	14%	5%	19%	21	793	10%	67%	24%	0%	24%
Nonstandard -- All **																					
Standard -- ELL Only																					
Nonstandard -- ELL Only **																					

* Value may not equal the exact sum of level 1 & level 2 due to rounding.
** Results for these students are invalid and not reported.

Page 1 of 3

< 10 = No summary scores provided if less than 10 students.
Fall 2009 Run Date: 01/25/2010 P0ZRTS006

www.mi.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL DEMOGRAPHIC REPORT

Students with Disabilities

Grade 08
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

School	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total Students with Disabilities	21	792	29%	43%	29%	0%	29%	21	793	29%	48%	19%	5%	24%	21	794	10%	67%	19%	5%	24%
Gender																					
Male	17	791	29%	41%	29%	0%	29%	17	793	24%	53%	24%	0%	24%	17	796	6%	65%	24%	6%	29%
Female	< 10							< 10							< 10						
Ethnicity																					
American Indian/Alaskan Native																					
Asian/Pacific Islander																					
Black, Not of Hispanic Origin	< 10							< 10							< 10						
Hispanic																					
White, Not of Hispanic Origin	15	793	27%	40%	33%	0%	33%	15	796	20%	47%	27%	7%	33%	15	796	13%	60%	20%	7%	27%
Multiracial	< 10							< 10							< 10						
Additional Reporting Groups																					
Economically Disadvantaged: Yes	15	793	20%	53%	27%	0%	27%	15	791	33%	53%	13%	0%	13%	15	795	13%	60%	20%	7%	27%
No	< 10							< 10							< 10						
English Language Learners: Yes																					
No	21	792	29%	43%	29%	0%	29%	21	793	29%	48%	19%	5%	24%	21	794	10%	67%	19%	5%	24%
Formally Limited English																					
Migrant																					
Homeless																					
Accommodations																					
Standard -- All								20	792	30%	50%	15%	5%	20%	20	792	10%	70%	20%	0%	20%
Nonstandard -- All **																					
Standard -- ELL Only																					
Nonstandard -- ELL Only **																					

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Page 2 of 3

< 10 - No summary scores provided if less than 10 students.
Fall 2009 Run Date: 01/25/2010 P0ZRTS006



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL DEMOGRAPHIC REPORT

All Except Students with Disabilities

Grade 08
Fall 2009



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

School	READING							MATHEMATICS							SCIENCE						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Except Students with Disabilities	149	817	3%	18%	60%	18%	79%	149	808	11%	28%	34%	28%	62%	148	809	6%	26%	53%	15%	68%
Gender																					
Male	71	813	6%	18%	65%	11%	76%	71	810	8%	24%	39%	28%	66%	71	811	7%	24%	48%	21%	69%
Female	78	820	1%	18%	56%	24%	81%	78	808	13%	31%	29%	27%	56%	77	807	5%	29%	57%	9%	66%
Ethnicity																					
American Indian/Alaskan Native	< 10							< 10							< 10						
Asian/Pacific Islander	< 10							< 10							< 10						
Black, Not of Hispanic Origin	27	807	4%	41%	41%	15%	56%	27	793	30%	48%	19%	4%	22%	27	794	19%	41%	37%	4%	41%
Hispanic	< 10							< 10							< 10						
White, Not of Hispanic Origin	107	820	2%	11%	68%	19%	87%	107	812	5%	23%	36%	36%	72%	106	814	3%	19%	59%	19%	78%
Multiracial	< 10							< 10							< 10						
Additional Reporting Groups																					
Economically Disadvantaged: Yes	90	814	6%	23%	53%	18%	71%	90	805	12%	32%	33%	22%	56%	89	805	10%	31%	46%	12%	58%
No	59	821	0%	10%	71%	19%	90%	59	813	8%	20%	36%	36%	71%	59	815	0%	19%	63%	19%	81%
English Language Learners: Yes	< 10							< 10							< 10						
No	146	817	3%	18%	60%	18%	78%	146	808	10%	28%	34%	28%	62%	145	809	6%	25%	54%	15%	69%
Formally Limited English																					
Migrant																					
Homeless																					
Accommodations																					
Standard -- All								< 10							< 10						
Nonstandard -- All **																					
Standard -- ELL Only																					
Nonstandard -- ELL Only **																					

* Value may not equal the exact sum of level 1 & level 2 due to rounding.
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Page 3 of 3

< 10 = No summary scores provided if less than 10 students.
Fall 2009 Run Date: 01/25/2010 P0ZRTS006



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL SUMMARY REPORT

All Students

Grade 07
Fall 2009
Reading Score Distribution



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

STRAND	Domain	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring																			
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Reading	Word Study	185	2.5	3	2	11	28	60																
Reading	Narrative Text	185	8.7	11	0	2	3	9	6	14	10	14	16	15	9	4								
Reading	Informational Text	185	1.9	3	8	24	41	28																
Reading	Comprehension	185	11.0	16	1	0	1	0	2	2	4	4	7	6	12	14	12	17	13	4	3			

Due to rounding percents may not sum to 100%.

Students who participated using a Braille or Emergency test form are not included in the Score Distribution.

Page 4 of 24
This report is for school use only. It may contain data that could be used to identify individual student(s) results.

Fall 2009 Run Date: 01/27/2010 P02WDP005



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL ITEM ANALYSIS REPORT

All Students

Grade 07
Fall 2009
READING



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

No. of Students Assessed = 185

MULTIPLE CHOICE								
STRAND Domain	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Reading								
Word Study	12	R.WS.06.01	91+	1	3	4	1	0
Word Study	14	R.WS.06.01	5	3	4	88+	1	0
Word Study	7	R.WS.06.07	10	2	67+	21	1	0
Narrative Text	23	R.NT.06.02	10	23	3	63+	1	0
Narrative Text	26	R.NT.06.02	43+	16	5	36	1	0
Narrative Text	13	R.NT.06.03	16	17	54+	12	1	0
Narrative Text	15	R.NT.06.03	32	48+	16	2	1	0
Narrative Text	27	R.NT.06.03	2	10	78+	9	1	0
Narrative Text	28	R.NT.06.03	11	50+	26	11	1	0
Narrative Text	11	R.NT.06.04	58+	9	25	8	1	0
Narrative Text	24	R.NT.06.04	6	52+	32	9	1	0
Informational Text	1	R.IT.06.03	4	2	18	75+	1	0
Informational Text	9	R.IT.06.03	18	25	54+	4	1	0
Informational Text	16	R.IT.06.03	8	61+	14	16	1	0
Comprehension	4	R.CM.06.01	6	4	81+	8	1	0
Comprehension	2	R.CM.06.02	9	5	6	79+	1	0
Comprehension	3	R.CM.06.02	81+	2	4	13	1	0

CONSTRUCTED RESPONSE										
Item Number	GLCE Code	Mean Score	Percent of Students at Each Score Score Based on 3-point Rubric				Number of Students Receiving Condition Codes			
			0	1	2	3	A	B	C	D
31	R.NT.06.02	2.2	8	13	27	52	0	0	1	13

MULTIPLE CHOICE								
STRAND Domain	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Comprehension	5	R.CM.06.02	10	75+	9	6	1	0
Comprehension	6	R.CM.06.02	14	3	42	41+	1	0
Comprehension	10	R.CM.06.02	6	78+	16	2	1	0
Comprehension	8	R.CM.06.03	33	6	8	52+	1	1
Comprehension	17	R.CM.06.03	2	7	89+	2	1	0
Comprehension	18	R.CM.06.03	68+	15	11	6	1	0
Comprehension	19	R.CM.06.03	18	19	52+	9	1	0
Comprehension	20	R.CM.06.03	43	9	37+	10	1	0
Comprehension	21	R.CM.06.03	6	81+	4	9	1	0
Comprehension	22	R.CM.06.03	64+	9	9	17	1	0
Comprehension	25	R.CM.06.03	8	3	83+	5	1	0
Comprehension	29	R.CM.06.03	62+	5	18	14	1	0
Comprehension	30	R.CM.06.03	81+	7	6	6	1	0

Condition Codes:

- A = Off topic
- B = Illegible or written in a language other than English
- C = Blank
- D = Insufficient to rate

Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

+ = Correct Response

Due to rounding percents may not sum to 100%

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Page 1 of 3

Fall 2009 Run Date: 01/22/2010 P0ZQMN00B



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL ITEM ANALYSIS REPORT

All Students

Grade 08
Fall 2009
READING



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

No. of Students Assessed = 170

MULTIPLE CHOICE								
STRAND Domain	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Reading								
Word Study	10	R.WS.07.02	8	59+	8	28	1	0
Word Study	1	R.WS.07.07	25	12	58+	5	0	0
Narrative Text	4	R.NT.07.02	18	13	2	66+	0	1
Narrative Text	8	R.NT.07.02	31+	28	21	19	0	0
Narrative Text	3	R.NT.07.03	13	72+	6	9	0	0
Narrative Text	14	R.NT.07.03	80+	5	8	8	0	0
Narrative Text	28	R.NT.07.03	53+	28	15	4	0	0
Narrative Text	5	R.NT.07.04	20	66+	8	6	0	0
Narrative Text	6	R.NT.07.04	8	8	77+	8	0	0
Narrative Text	7	R.NT.07.04	28	49+	14	9	0	0
Narrative Text	11	R.NT.07.04	17	14	56+	14	0	0
Narrative Text	12	R.NT.07.04	11	66+	6	17	0	0
Narrative Text	13	R.NT.07.04	14	13	14	60+	0	0
Informational Text	2	R.IT.07.03	32+	8	35	25	0	0
Comprehension	15	R.CM.07.01	31	35+	14	21	0	0
Comprehension	23	R.CM.07.01	9	66+	23	1	0	0
Comprehension	18	R.CM.07.02	35+	15	22	28	0	0

CONSTRUCTED RESPONSE										
Item Number	GLCE Code	Mean Score	Percent of Students at Each Score Score Based on 3-point Rubric				Number of Students Receiving Condition Codes			
			0	1	2	3	A	B	C	D
31	R.CM.07.03	2.4	2	14	28	56	0	0	0	3

MULTIPLE CHOICE								
STRAND Domain	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Comprehension	28	R.CM.07.02	30	52+	14	4	0	0
Comprehension	27	R.CM.07.02	25	8	81+	5	0	0
Comprehension	9	R.CM.07.03	11	13	62+	14	1	0
Comprehension	17	R.CM.07.03	31	14	6	60+	0	0
Comprehension	18	R.CM.07.03	8	16	71+	4	0	0
Comprehension	19	R.CM.07.03	9	14	75+	2	0	0
Comprehension	20	R.CM.07.03	63+	10	8	18	0	1
Comprehension	21	R.CM.07.03	4	64+	28	4	0	0
Comprehension	22	R.CM.07.03	51+	13	4	32	0	0
Comprehension	24	R.CM.07.03	18	23	51+	8	1	0
Comprehension	25	R.CM.07.03	26+	6	35	32	0	0
Comprehension	29	R.CM.07.03	14	64+	21	12	0	0
Comprehension	30	R.CM.07.03	25	5	5	65+	0	0

Condition Codes:

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- C = Blank
- D = Insufficient to rate

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Page 1 of 3

Fall 2009 Run Date: 01/22/2010 P0ZQMN00D



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL ITEM ANALYSIS REPORT

All Students

Grade 07
Fall 2009
MATHEMATICS
Forms 2, 4, and 6



School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050

No. of Students Assessed = 162

MULTIPLE CHOICE								
Focal Point Topic Code	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Rational number operations								
Multiply & divide fractions	2	N.FL.06.02	28	31	39+	2	0	0
Multiply & divide fractions	3	N.FL.06.02	28	64+	5	3	0	0
Multiply & divide fractions	7	N.FL.06.04	25+	31	29	15	0	0
Multiply & divide fractions	8	N.FL.06.04	10	28+	37	24	0	0
Multiply & divide fractions	1	N.MR.06.01	22	20	31+	26	1	0
Multiply & divide fractions	4	N.MR.06.01	35+	16	38	10	0	1
Multiply & divide fractions	5	N.MR.06.03	18+	40	29	12	1	0
Multiply & divide fractions	6	N.MR.06.03	22	23+	30	25	0	0
Represent rational numbers	43	N.ME.06.05	20	28+	25	27	0	0
Represent rational numbers	45	N.ME.06.06	44+	6	12	37	1	0
Integers & rationals: +, -	9	N.FL.06.09	72+	12	7	9	0	0
Integers & rationals: +, -	10	N.FL.06.09	40+	49	8	4	0	0
Integers & rationals: +, -	13	N.FL.06.10	28+	40	16	17	0	0
Integers & rationals: +, -	14	N.FL.06.10	40+	29	25	7	0	0
Integers & rationals: +, -	47	N.MR.06.08	41+	21	21	17	0	0
Find equivalent ratios	28	N.ME.06.11	7	4	1	88+	0	0
Find equivalent ratios	34	N.ME.06.11	17	16	62+	5	0	0
Decimal, %, & rationals	11	N.FL.06.12	18	64+	10	9	0	0
Decimal, %, & rationals	12	N.FL.06.12	23	36+	28	13	0	0
Decimal, %, & rationals	30	N.FL.06.14	16	55+	19	11	0	0
Decimal, %, & rationals	31	N.FL.06.14	21	12	46+	20	1	0
Decimal, %, & rationals	32	N.FL.06.15	22	13	40+	25	0	0
Decimal, %, & rationals	33	N.FL.06.15	7	66+	15	12	0	0
Calculate rates	29	A.PA.06.01	5	9	85+	2	0	0
Calculate rates	35	A.PA.06.01	11	13	18	58+	0	0
Expressions and equations								
Variables, combine like terms	15	A.FO.06.03	22	4	60+	14	0	0
Variables, combine like terms	16	A.FO.06.03	7	61+	22	10	0	0
Variables, combine like terms	17	A.FO.06.04	9	17	58+	16	0	0
Variables, combine like terms	18	A.FO.06.04	6	57+	20	17	0	0
Variables, combine like terms	36	A.FO.06.06	16	23	44+	17	0	0
Variables, combine like terms	37	A.FO.06.06	19	8	52+	21	0	0
Variables, combine like terms	58	A.FO.06.07	17	38	19+	27	0	0
Represent linear functions	59	A.RP.06.08	22	34+	27	15	1	1

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MULTIPLE CHOICE								
Focal Point Topic Code	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Represent linear functions								
	61	A.RP.06.10	37+	30	20	12	0	0
Solve equations	19	A.FO.06.11	60+	24	13	3	0	0
Solve equations	20	A.FO.06.11	7	5	75+	14	0	0
Solve equations	21	A.FO.06.12	16	23	38+	23	1	0
Solve equations	22	A.FO.06.12	37+	26	19	19	0	1
Solve equations	23	A.FO.06.13	8	33+	48	11	0	1
Solve equations	24	A.FO.06.13	22	20	40	17+	1	0
Properties of 3D shapes								
Convert in measurement systems	25	M.PS.06.02	8	38+	44	10	0	0
Convert in measurement systems	26	M.PS.06.02	11	7	14	69+	0	0
Convert in measurement systems	40	M.TE.06.03	9	12	10+	69	0	0
Convert in measurement systems	38	M.UN.06.01	23	57+	9	10	0	0
Connections								
Use exponents	44	N.ME.06.16	22	48+	23	8	0	0
Understand rationals	50	N.ME.06.18	8	47+	12	33	0	0
Understand rationals	52	N.ME.06.20	30	40+	22	7	0	0
Understand coordinate plane	27	A.RP.06.02	86+	1	6	7	0	1
Congruence & transformations	54	G.GS.06.02	9	24	61+	16	0	0
Congruence & transformations	39	G.TR.06.03	17	16	17	49+	0	0
Congruence & transformations	56	G.TR.06.04	14	30	28	27+	1	0
Understand probability	42	D.PR.06.01	33	14	46+	7	1	0
Understand probability	41	D.PR.06.02	28	16	12	43+	1	0

Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.



District Name: ROSEVILLE COMMUNITY SCHOOLS
District Code: 50030

SCHOOL ITEM ANALYSIS REPORT

All Students

Grade 08
Fall 2009
MATHEMATICS
Forms 2, 4, and 6

School Name: EASTLAND MIDDLE SCHOOL
School Code: 01050



No. of Students Assessed = 149

MULTIPLE CHOICE								
Focal Point Topic Code	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Proportionality and similarity								
Understand derived quantities	43	N.MR.07.02	12	19+	39	29	1	0
Rates, ratios, & proportions	23	N.FL.07.03	2	11	54+	33	0	0
Rates, ratios, & proportions	25	N.FL.07.03	2	46+	16	36	0	0
Rates, ratios, & proportions	26	N.FL.07.05	13	48+	18	20	0	0
Rates, ratios, & proportions	30	N.FL.07.05	34	10	49+	7	0	0
Rates, ratios, & proportions	31	N.FL.07.05	14	15	65+	6	0	0
Rates, ratios, & proportions	32	N.MR.07.04	16	26	52+	7	0	0
Directly proportional, linear	1	A.PA.07.01	11	26	54+	10	0	0
Directly proportional, linear	2	A.PA.07.01	37+	9	10	44	0	0
Directly proportional, linear	27	A.PA.07.03	55+	17	17	10	0	0
Directly proportional, linear	33	A.PA.07.03	14	70+	11	6	0	0
Directly proportional, linear	28	A.PA.07.04	9	64+	19	7	0	0
Directly proportional, linear	29	A.PA.07.04	26	43+	24	7	1	0
Directly proportional, linear	24	A.PA.07.05	19+	38	26	16	0	0
Directly proportional, linear	34	A.PA.07.05	21	11	63+	3	1	0
Directly proportional, linear	3	A.RP.07.02	12	61+	17	9	0	1
Directly proportional, linear	4	A.RP.07.02	30	28+	19	23	0	0
Inversely proportional	44	A.PA.07.09	22	16	36	22+	3	0
Inversely proportional	11	A.RP.07.10	36	28	15	18+	0	0
Similar polygons	35	G.TR.07.03	15	34	42+	9	0	0
Similar polygons	36	G.TR.07.03	23	24	30+	23	0	0
Similar polygons	37	G.TR.07.04	52+	30	11	7	0	0
Similar polygons	38	G.TR.07.04	28	36+	25	11	0	0
Similar polygons	39	G.TR.07.05	45+	15	28	13	0	0
Similar polygons	40	G.TR.07.05	40+	24	26	11	0	0
Similar polygons	41	G.TR.07.06	21+	17	12	50	0	0
Similar polygons	42	G.TR.07.06	18	34+	25	22	0	1
Functions, linear equations								
Represent linear functions	48	A.FO.07.08	30	37+	22	11	0	0
Represent linear functions	13	A.PA.07.06	24	40	20+	15	0	0
Represent linear functions	15	A.PA.07.06	10+	12	36	42	0	0
Represent linear functions	46	A.PA.07.07	28	21	38+	11	2	0
Represent linear functions	47	A.PA.07.07	16	38	24	22+	0	0
Properties of reals in algebra	14	A.PA.07.11	24	14	44+	17	0	0

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+ = Correct Response

Due to rounding percents may not sum to 100%

MULTIPLE CHOICE								
Focal Point Topic Code	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	D %	Omit %	Multi %
Properties of reals in algebra	17	A.PA.07.11	26	10	16	48+	1	0
Expressions & equations	16	A.FO.07.12	17	7	36	40+	0	1
Expressions & equations	18	A.FO.07.12	16	26	48+	10	0	0
Expressions & equations	49	A.FO.07.13	50+	32	7	11	0	0
Recognize irrational numbers	45	N.MR.07.06	39+	26	12	23	0	1
Compute with rational numbers	7	N.FL.07.07	48	6	4	42+	0	0
Compute with rational numbers	8	N.FL.07.07	23	40+	19	17	0	0
Compute with rational numbers	9	N.FL.07.08	21	19	43+	17	0	0
Compute with rational numbers	10	N.FL.07.08	12	11	46	32+	1	0
Compute with rational numbers	5	N.FL.07.09	42+	22	25	9	1	0
Compute with rational numbers	6	N.FL.07.09	46	28+	13	12	0	0
Represent & interpret data	21	D.AN.07.02	14	10	8	68+	0	0
Represent & interpret data	22	D.AN.07.02	4	39	54+	2	1	0
Represent & interpret data	19	D.RE.07.01	5	7	4	84+	1	0
Represent & interpret data	20	D.RE.07.01	19	49+	26	6	0	0
Connections								
Construct geometric objects	12	G.SR.07.01	21	15	53+	11	0	0
Compute statistics	51	D.AN.07.03	11	22	19	47+	0	0
Compute statistics	50	D.AN.07.04	18	51+	22	9	0	0

Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

*****PLEASE CONSIDER USING SCHOOL SUMMARY REPORT THAT INCLUDES
TOTAL SCHOOL POPULATION – INCLUDING STUDENTS WITH DISABILITIES**

**ELA for Macomb ISD, Roseville Community Schools,
Eastland Middle School - Grade 07 for the last 3 years.**

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	72%	70.5%	74.2%		10.2%	61.8%	20.4%	7.5%
All	2008-2009	72.4%	74.8%	80%		7.1%	65.3%	23.5%	4.1%
Am Ind/AK Native	2007-2008	66.7%	70%	70%		0%	66.7%	33.3%	0%
Am Ind/AK Native	2008-2009	100%	92.9%	76.9%		11.1%	88.9%	0%	0%
Asian or Pac. Isl.	2007-2008	50%	66.7%	85%		0%	50%	50%	0%
Asian or Pac. Isl.	2008-2009	50%	66.7%	90.6%		0%	50%	50%	0%
Black	2007-2008	62.4%	56.4%	49.1%		6.2%	56.2%	21.9%	15.6%
Black	2008-2009	66.7%	65.2%	62.2%		0%	66.7%	30%	3.3%
Hispanic	2007-2008	20%	25%	61.7%		0%	20%	60%	20%
Hispanic	2008-2009	75%	62.5%	70.8%		25%	50%	25%	0%
White	2007-2008	76.1%	75.5%	81.6%		11.3%	64.8%	18.3%	5.6%
White	2008-2009	75.8%	77.6%	85%		8.6%	67.2%	19.8%	4.3%
EDD	2007-2008	62.1%	63.9%	59.1%		9.2%	52.9%	26.4%	11.5%
EDD	2008-2009	64.2%	68.1%	68.6%		6.3%	57.9%	30.5%	5.3%
ELL	2007-2008	40%	44.4%	43.2%		0%	40%	40%	20%
ELL	2008-2009	60%	71.4%	53.6%		0%	60%	40%	0%
Male	2007-2008	65.9%	64.6%	69.8%		5.7%	60.2%	22.7%	11.4%
Male	2008-2009	63.9%	69%	76%		8.1%	55.8%	30.2%	5.8%
Female	2007-2008	77.6%	76.7%	78.7%		14.3%	63.3%	18.4%	4.1%
Female	2008-2009	81%	80.8%	84.1%		6%	75%	16.7%	2.4%
Multiracial	2007-2008	100%	50%	75.9%		50%	50%	0%	0%
Multiracial	2008-2009	0%	50%	79.5%		0%	0%	80%	20%
Homeless	2007-2008	100%	75%	46.2%		0%	100%	0%	0%
Homeless	2008-2009	100%	100%	67.4%		0%	100%	0%	0%
SWD	2007-2008	35.7%	24.1%	32.2%		0%	35.7%	35.7%	28.6%
SWD	2008-2009	19%	31.4%	40.9%		0%	19%	52.4%	28.6%

Reading for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 07 for the last 3 years.

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	70.4%	67.3%	72.3%		20.4%	50%	17.2%	12.4%
All	2008-2009	73%	74.8%	79.5%		20.6%	52.4%	15.3%	11.8%
All	2009-2010	79.5%	79.6%	82%		26.5%	53%	14.6%	5.9%
Am Ind/AK Native	2007-2008	66.7%	70%	68.3%		0%	66.7%	33.3%	0%
Am Ind/AK Native	2008-2009	88.9%	85.7%	76.5%		22.2%	66.7%	11.1%	0%
Am Ind/AK Native	2009-2010	57.1%	76.9%	79.2%		0%	57.1%	28.6%	14.3%
Asian or Pac. Isl.	2007-2008	0%	50%	83.5%		0%	0%	50%	50%
Asian or Pac. Isl.	2008-2009	50%	66.7%	89.9%		0%	50%	33.3%	16.7%
Asian or Pac. Isl.	2009-2010	57.2%	54.5%	89.9%		14.3%	42.9%	42.9%	0%
Black	2007-2008	62.6%	53.8%	46.1%		18.8%	43.8%	15.6%	21.9%
Black	2008-2009	70%	69.7%	61.4%		0%	70%	16.7%	13.3%
Black	2009-2010	68.9%	63.9%	64.3%		10.3%	58.6%	20.7%	10.3%
Hispanic	2007-2008	40%	25%	60%		0%	40%	40%	20%
Hispanic	2008-2009	75%	62.5%	69.8%		50%	25%	25%	0%
Hispanic	2009-2010	100%	87.5%	71.7%		25%	75%	0%	0%
White	2007-2008	74.6%	72.9%	80%		21.8%	52.8%	15.5%	9.9%
White	2008-2009	76.7%	77.1%	84.7%		26.7%	50%	13.8%	9.5%
White	2009-2010	83.3%	84.4%	87.2%		31.8%	51.5%	11.4%	5.3%
EDD	2007-2008	58.6%	59.6%	56.8%		18.4%	40.2%	23%	18.4%
EDD	2008-2009	64.2%	68.8%	68.2%		14.7%	49.5%	20%	15.8%
EDD	2009-2010	77.9%	77.9%	72.3%		23.8%	54.1%	18%	4.1%
ELL	2007-2008	20%	33.3%	40.2%		0%	20%	40%	40%
ELL	2008-2009	40%	57.1%	52.2%		20%	20%	40%	20%
ELL	2009-2010	50%	66.7%	54.3%		0%	50%	50%	0%
Male	2007-2008	67.1%	64.6%	69.1%		11.4%	55.7%	17%	15.9%
Male	2008-2009	65.2%	69.4%	76.4%		23.3%	41.9%	17.4%	17.4%
Male	2009-2010	79%	79.2%	79.6%		28.4%	50.6%	13.6%	7.4%
Female	2007-2008	73.5%	70.2%	75.7%		28.6%	44.9%	17.3%	9.2%
Female	2008-2009	81%	80.4%	82.7%		17.9%	63.1%	13.1%	6%
Female	2009-2010	79.8%	79.9%	84.4%		25%	54.8%	15.4%	4.8%
Multiracial	2007-2008	50%	30%	73.7%		50%	0%	50%	0%
Multiracial	2008-2009	0%	50%	78.3%		0%	0%	20%	80%
Multiracial	2009-2010	83.3%	66.7%	77.4%		33.3%	50%	16.7%	0%

Homeless	2007-2008	100%	75%	45%		0%	100%	0%	0%
Homeless	2008-2009	100%	100%	64.2%		0%	100%	0%	0%
Homeless	2009-2010	100%	100%	67.5%		0%	100%	0%	0%
SWD	2007-2008	35.7%	25.9%	33.1%		0%	35.7%	35.7%	28.6%
SWD	2008-2009	23.8%	33.3%	42.6%		0%	23.8%	23.8%	52.4%
SWD	2009-2010	36%	35.4%	48%		4%	32%	40%	24%

**Writing for Macomb ISD, Roseville Community Schools,
Eastland Middle School - Grade 07 for the last 3 years.**

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	71%	70.3%	76.5%		0%	71%	25.3%	3.8%
All	2008-2009	73.5%	75.7%	77.9%		0%	73.5%	23.5%	2.9%
Am Ind/AK Native	2007-2008	66.7%	50%	68.7%		0%	66.7%	33.3%	0%
Am Ind/AK Native	2008-2009	88.9%	85.7%	74.2%		0%	88.9%	11.1%	0%
Asian or Pac. Isl.	2007-2008	100%	58.3%	86.6%		0%	100%	0%	0%
Asian or Pac. Isl.	2008-2009	66.7%	77.8%	89.2%		0%	66.7%	33.3%	0%
Black	2007-2008	62.5%	64.1%	60.4%		0%	62.5%	34.4%	3.1%
Black	2008-2009	66.7%	59.1%	62.1%		0%	66.7%	33.3%	0%
Hispanic	2007-2008	20%	41.7%	66.2%		0%	20%	80%	0%
Hispanic	2008-2009	100%	75%	69.7%		0%	100%	0%	0%
White	2007-2008	73.9%	73.4%	81.4%		0%	73.9%	21.8%	4.2%
White	2008-2009	75.9%	79.6%	82.3%		0%	75.9%	19.8%	4.3%
EDD	2007-2008	62.1%	65.9%	65.2%		0%	62.1%	33.3%	4.6%
EDD	2008-2009	68.4%	70.8%	66.9%		0%	68.4%	28.4%	3.2%
ELL	2007-2008	60%	55.6%	53.6%		0%	60%	20%	20%
ELL	2008-2009	80%	85.7%	55.3%		0%	80%	20%	0%
Male	2007-2008	61.4%	62.6%	69.5%		0%	61.4%	30.7%	8%
Male	2008-2009	66.3%	65.7%	71.6%		0%	66.3%	29.1%	4.7%
Female	2007-2008	79.6%	78.4%	83.9%		0%	79.6%	20.4%	0%
Female	2008-2009	81%	86.1%	84.4%		0%	81%	17.9%	1.2%
Multiracial	2007-2008	100%	70%	77.6%		0%	100%	0%	0%
Multiracial	2008-2009	20%	57.1%	76.5%		0%	20%	80%	0%
Homeless	2007-2008	100%	100%	53.3%		0%	100%	0%	0%
Homeless	2008-2009	100%	100%	65.2%		0%	100%	0%	0%
SWD	2007-2008	35.7%	18.5%	35.5%		0%	35.7%	50%	14.3%
SWD	2008-2009	28.6%	33.3%	38%		0%	28.6%	47.6%	23.8%

Mathematics for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 07 for the last 3 years.

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	68.9%	68.6%	72.7%		32.3%	36.6%	26.3%	4.8%
All	2008-2009	71.8%	76.5%	82.6%		36.5%	35.3%	27.6%	0.6%
All	2009-2010	81.6%	79%	82.1%		33%	48.6%	17.8%	0.5%
Am Ind/AK Native	2007-2008	66.6%	80%	67.3%		33.3%	33.3%	33.3%	0%
Am Ind/AK Native	2008-2009	77.8%	85.7%	79%		55.6%	22.2%	22.2%	0%
Am Ind/AK Native	2009-2010	85.7%	76.9%	78.5%		14.3%	71.4%	14.3%	0%
Asian or Pac. Isl.	2007-2008	50%	58.3%	88.4%		0%	50%	50%	0%
Asian or Pac. Isl.	2008-2009	50%	66.7%	93.8%		16.7%	33.3%	50%	0%
Asian or Pac. Isl.	2009-2010	85.8%	81.8%	93.2%		42.9%	42.9%	14.3%	0%
Black	2007-2008	56.3%	50.6%	48.2%		12.5%	43.8%	37.5%	6.2%
Black	2008-2009	53.3%	56.1%	63.4%		0%	53.3%	43.3%	3.3%
Black	2009-2010	65.5%	63%	62.5%		10.3%	55.2%	31%	3.4%
Hispanic	2007-2008	60%	58.3%	60.5%		0%	60%	20%	20%
Hispanic	2008-2009	75%	62.5%	75.4%		75%	0%	25%	0%
Hispanic	2009-2010	75%	66.7%	75.2%		25%	50%	25%	0%
White	2007-2008	71.8%	72.8%	79.8%		38.7%	33.1%	23.9%	4.2%
White	2008-2009	78.5%	81.5%	87.8%		45.7%	32.8%	21.6%	0%
White	2009-2010	84.1%	83.2%	87.6%		37.9%	46.2%	15.9%	0%
EDD	2007-2008	62.1%	62.8%	58.1%		23%	39.1%	31%	6.9%
EDD	2008-2009	64.2%	71.2%	71.9%		24.2%	40%	34.7%	1.1%
EDD	2009-2010	80.4%	78.8%	72.4%		27.9%	52.5%	18.9%	0.8%
ELL	2007-2008	40%	44.4%	50.4%		0%	40%	60%	0%
ELL	2008-2009	60%	71.4%	66%		40%	20%	40%	0%
ELL	2009-2010	100%	100%	66%		0%	100%	0%	0%

Male	2007-2008	64.8%	66%	71.3%		28.4%	36.4%	28.4%	6.8%
Male	2008-2009	66.3%	72.2%	81%		34.9%	31.4%	32.6%	1.2%
Male	2009-2010	87.6%	81.8%	81.7%		37%	50.6%	12.3%	0%
Female	2007-2008	72.4%	71.3%	74.1%		35.7%	36.7%	24.5%	3.1%
Female	2008-2009	77.4%	80.9%	84.2%		38.1%	39.3%	22.6%	0%
Female	2009-2010	76.9%	76.7%	82.6%		29.8%	47.1%	22.1%	1%
Multiracial	2007-2008	100%	60%	69.1%		0%	100%	0%	0%
Multiracial	2008-2009	40%	64.3%	79.6%		0%	40%	60%	0%
Multiracial	2009-2010	100%	73.3%	77%		50%	50%	0%	0%
Homeless	2007-2008	50%	66.7%	44.3%		0%	50%	50%	0%
Homeless	2008-2009	100%	100%	68.4%		0%	100%	0%	0%
Homeless	2009-2010	100%	50%	67.5%		0%	100%	0%	0%
SWD	2007-2008	35.7%	25.9%	31.7%		14.3%	21.4%	35.7%	28.6%
SWD	2008-2009	28.6%	35.3%	45.7%		4.8%	23.8%	71.4%	0%
SWD	2009-2010	44%	46%	51.3%		4%	40%	56%	0%

ELA for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 08 for the last 3 years.

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	66.5%	67.2%	75.1%		8.4%	58.1%	23.6%	9.9%
All	2008-2009	64%	61.6%	76.7%		12.7%	51.3%	27%	9%
Am Ind/AK Native	2007-2008	66.7%	69.2%	69.8%		16.7%	50%	16.7%	16.7%
Am Ind/AK Native	2008-2009	0%	62.5%	73.3%		0%	0%	100%	0%
Asian or Pac. Isl.	2007-2008	66.7%	77.8%	86%		0%	66.7%	0%	33.3%
Asian or Pac. Isl.	2008-2009	50%	70%	87.6%		0%	50%	50%	0%
Black	2007-2008	60.6%	58.3%	54.1%		6.1%	54.5%	33.3%	6.1%
Black	2008-2009	53.5%	51%	58.2%		4.7%	48.8%	39.5%	7%
Hispanic	2007-2008	50%	58.3%	62.3%		0%	50%	25%	25%
Hispanic	2008-2009	20%	27.3%	66.6%		0%	20%	20%	60%
White	2007-2008	68.4%	69.3%	81.4%		9%	59.4%	22.6%	9%
White	2008-2009	70.1%	65.7%	81.8%		16.4%	53.7%	21.6%	8.2%
EDD	2007-2008	56.9%	61.8%	61.5%		5.9%	51%	30.4%	12.7%
EDD	2008-2009	54%	54.7%	64%		5%	49%	32%	14%
ELL	2007-2008	0%	0%	43.7%		0%	0%	0%	100%
ELL	2008-2009	33.3%	40%	48.4%		0%	33.3%	33.3%	33.3%
Male	2007-2008	59.3%	58.1%	69.2%		5.6%	53.7%	27.8%	13%
Male	2008-2009	55.6%	53.3%	72.7%		6.7%	48.9%	31.1%	13.3%
Female	2007-2008	74.8%	77.2%	81.2%		11.6%	63.2%	18.9%	6.3%
Female	2008-2009	71.7%	70.8%	80.8%		18.2%	53.5%	23.2%	5.1%
Multiracial	2007-2008	50%	33.3%	77.7%		0%	50%	0%	50%
Multiracial	2008-2009	50%	46.2%	75.5%		0%	50%	50%	0%
F. L. Eng. Prof.	2008-2009	100%	100%	79.8%		0%	100%	0%	0%
Homeless	2008-2009	0%	0%	55.5%		0%	0%	100%	0%
SWD	2007-2008	26.1%	34.4%	33.9%		0%	26.1%	39.1%	34.8%
SWD	2008-2009	9.1%	24.5%	34.1%		0%	9.1%	45.5%	45.5%

**Reading for Macomb ISD, Roseville Community Schools,
Eastland Middle School - Grade 08 for the last 3 years.**

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	68.9%	69.9%	77%		17.7%	51.2%	21.2%	9.9%
All	2008-2009	63%	60.3%	75.5%		23.8%	39.2%	25.4%	11.6%
All	2009-2010	72.4%	74.5%	83.4%		15.9%	56.5%	21.2%	6.5%
Am Ind/AK Native	2007-2008	66.7%	61.5%	72.4%		50%	16.7%	16.7%	16.7%
Am Ind/AK Native	2008-2009	0%	50%	72.5%		0%	0%	100%	0%
Am Ind/AK Native	2009-2010	60%	75%	80.7%		40%	20%	40%	0%
Asian or Pac. Isl.	2007-2008	66.7%	77.8%	86.8%		0%	66.7%	0%	33.3%
Asian or Pac. Isl.	2008-2009	50%	70%	85.9%		0%	50%	50%	0%
Asian or Pac. Isl.	2009-2010	75%	66.7%	91%		0%	75%	25%	0%
Black	2007-2008	63.6%	61.9%	57.7%		9.1%	54.5%	27.3%	9.1%
Black	2008-2009	55.8%	49.5%	56.4%		7%	48.8%	30.2%	14%
Black	2009-2010	50%	57.5%	70.9%		12.5%	37.5%	43.8%	6.2%
Hispanic	2007-2008	75%	75%	64.8%		0%	75%	0%	25%
Hispanic	2008-2009	20%	27.3%	65%		0%	20%	20%	60%
Hispanic	2009-2010	100%	100%	76.5%		33.3%	66.7%	0%	0%
White	2007-2008	70.4%	71.6%	82.9%		19.4%	51%	21.3%	8.4%
White	2008-2009	67.9%	64.7%	80.8%		30.6%	37.3%	22.4%	9.7%
White	2009-2010	80.3%	79.7%	86.9%		16.4%	63.9%	14.8%	4.9%
EDD	2007-2008	60.8%	65.7%	64.7%		16.7%	44.1%	26.5%	12.7%
EDD	2008-2009	55%	53%	62.6%		14%	41%	27%	18%
EDD	2009-2010	64.7%	69.7%	75%		15.2%	49.5%	27.6%	7.6%
ELL	2007-2008	0%	0%	46.6%		0%	0%	100%	0%
ELL	2008-2009	33.3%	40%	46.4%		0%	33.3%	33.3%	33.3%
ELL	2009-2010	100%	75%	60.9%		0%	100%	0%	0%

Male	2007-2008	63%	61.8%	72%		13.9%	49.1%	25%	12%
Male	2008-2009	55.6%	52.3%	72.5%		17.8%	37.8%	26.7%	17.8%
Male	2009-2010	67.1%	70.7%	79.4%		9.1%	58%	22.7%	10.2%
Female	2007-2008	75.8%	78.8%	82.2%		22.1%	53.7%	16.8%	7.4%
Female	2008-2009	69.7%	69.2%	78.6%		29.3%	40.4%	24.2%	6.1%
Female	2009-2010	78.1%	78.5%	87.5%		23.2%	54.9%	19.5%	2.4%
Multiracial	2007-2008	50%	66.7%	81.2%		0%	50%	0%	50%
Multiracial	2008-2009	50%	46.2%	74.6%		25%	25%	50%	0%
Multiracial	2009-2010	0%	53.3%	79.1%		0%	0%	25%	75%
F. L. Eng. Prof.	2008-2009	0%	0%	77.4%		0%	0%	100%	0%
Homeless	2008-2009	0%	0%	56.1%		0%	0%	100%	0%
SWD	2007-2008	26.1%	36.1%	39.5%		8.7%	17.4%	52.2%	21.7%
SWD	2008-2009	9.1%	20.4%	35.1%		0%	9.1%	36.4%	54.5%
SWD	2009-2010	28.6%	42.3%	48.6%		0%	28.6%	42.9%	28.6%

Writing for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 08 for the last 3 years.

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	57.6%	57.1%	69.7%		0.5%	57.1%	25.6%	16.7%
All	2008-2009	60.8%	59.6%	74.2%		0%	60.8%	30.2%	9%
Am Ind/AK Native	2007-2008	33.3%	61.5%	62.2%		0%	33.3%	33.3%	33.3%
Am Ind/AK Native	2008-2009	0%	50%	67.8%		0%	0%	0%	100%
Asian or Pac. Isl.	2007-2008	66.7%	77.8%	83%		0%	66.7%	0%	33.3%
Asian or Pac. Isl.	2008-2009	100%	70%	87%		0%	100%	0%	0%
Black	2007-2008	45.5%	38.1%	49.9%		0%	45.5%	42.4%	12.1%
Black	2008-2009	46.5%	44.8%	56.6%		0%	46.5%	46.5%	7%
Hispanic	2007-2008	50%	50%	56.7%		0%	50%	25%	25%
Hispanic	2008-2009	20%	36.4%	65%		0%	20%	60%	20%
White	2007-2008	61.2%	60.8%	75.7%		0.6%	60.6%	22.6%	16.1%
White	2008-2009	66.4%	64.2%	79%		0%	66.4%	24.6%	9%
EDD	2007-2008	53%	49.2%	55.5%		1%	52%	28.4%	18.6%
EDD	2008-2009	51%	52.8%	61.6%		0%	51%	38%	11%
ELL	2007-2008	0%	0%	42.3%		0%	0%	0%	100%
ELL	2008-2009	66.7%	50%	51.8%		0%	66.7%	0%	33.3%
Male	2007-2008	48.1%	46.7%	62.4%		0%	48.1%	27.8%	24.1%
Male	2008-2009	48.9%	48.3%	67.6%		0%	48.9%	40%	11.1%
Female	2007-2008	68.5%	68.4%	77.3%		1.1%	67.4%	23.2%	8.4%
Female	2008-2009	71.7%	72.2%	81%		0%	71.7%	21.2%	7.1%
Multiracial	2007-2008	50%	33.3%	67.8%		0%	50%	0%	50%
Multiracial	2008-2009	75%	61.5%	73.8%		0%	75%	25%	0%
F. L. Eng. Prof.	2008-2009	100%	100%	78.2%		0%	100%	0%	0%
Homeless	2008-2009	0%	0%	52.8%		0%	0%	100%	0%
SWD	2007-2008	21.7%	21.3%	27.6%		0%	21.7%	13%	65.2%
SWD	2008-2009	9.1%	24.1%	31.5%		0%	9.1%	45.5%	45.5%

Mathematics for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 08 for the last 3 years.

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	69%	65.5%	71.6%		26.1%	42.9%	24.6%	6.4%
All	2008-2009	72.4%	71.5%	74.5%		28%	44.4%	20.6%	6.9%
All	2009-2010	57.1%	57.8%	70.3%		24.7%	32.4%	30%	12.9%
Am Ind/AK Native	2007-2008	50%	53.8%	67.5%		16.7%	33.3%	50%	0%
Am Ind/AK Native	2008-2009	100%	87.5%	71.9%		0%	100%	0%	0%
Am Ind/AK Native	2009-2010	60%	75%	63%		20%	40%	20%	20%
Asian or Pac. Isl.	2007-2008	66.6%	77.8%	89.2%		33.3%	33.3%	0%	33.3%
Asian or Pac. Isl.	2008-2009	100%	80%	89.3%		0%	100%	0%	0%
Asian or Pac. Isl.	2009-2010	50%	50%	88.7%		0%	50%	25%	25%
Black	2007-2008	69.7%	57.8%	45.2%		12.1%	57.6%	18.2%	12.1%
Black	2008-2009	60.5%	57.3%	51.6%		14%	46.5%	30.2%	9.3%
Black	2009-2010	18.7%	28.8%	44.7%		3.1%	15.6%	50%	31.2%
Hispanic	2007-2008	50%	66.7%	59.5%		0%	50%	50%	0%
Hispanic	2008-2009	60%	63.6%	64.5%		0%	60%	0%	40%
Hispanic	2009-2010	100%	71.4%	59.1%		33.3%	66.7%	0%	0%
White	2007-2008	70.3%	67.3%	79.3%		29.7%	40.6%	25.2%	4.5%
White	2008-2009	77.6%	75.6%	80.8%		35.1%	42.5%	17.9%	4.5%
White	2009-2010	67.2%	66.2%	77.1%		32%	35.2%	26.2%	6.6%
EDD	2007-2008	62.8%	60.5%	56%		20.6%	42.2%	29.4%	7.8%
EDD	2008-2009	67%	69.4%	61.6%		23%	44%	24%	9%
EDD	2009-2010	49.5%	51.8%	56.3%		19%	30.5%	35.2%	15.2%
ELL	2007-2008	0%	33.3%	51.1%		0%	0%	0%	100%
ELL	2008-2009	66.7%	60%	57.1%		0%	66.7%	16.7%	16.7%
ELL	2009-2010	66.7%	50%	50.2%		0%	66.7%	0%	33.3%

Male	2007-2008	67.6%	64.1%	71.4%		34.3%	33.3%	25%	7.4%
Male	2008-2009	72.2%	67.6%	74.7%		22.2%	50%	21.1%	6.7%
Male	2009-2010	59.1%	59.8%	70%		22.7%	36.4%	29.5%	11.4%
Female	2007-2008	70.5%	66.9%	71.8%		16.8%	53.7%	24.2%	5.3%
Female	2008-2009	72.7%	75.9%	74.2%		33.3%	39.4%	20.2%	7.1%
Female	2009-2010	54.8%	55.6%	70.6%		26.8%	28%	30.5%	14.6%
Multiracial	2007-2008	50%	33.3%	67.5%		50%	0%	0%	50%
Multiracial	2008-2009	25%	53.8%	70.3%		0%	25%	50%	25%
Multiracial	2009-2010	25%	26.7%	64.2%		0%	25%	25%	50%
F. L. Eng. Prof.	2008-2009	100%	100%	73.9%		0%	100%	0%	0%
Homeless	2008-2009	50%	50%	50.4%		0%	50%	50%	0%
SWD	2007-2008	34.8%	36.1%	31.6%		0%	34.8%	43.5%	21.7%
SWD	2008-2009	54.5%	40.7%	38.6%		0%	54.5%	27.3%	18.2%
SWD	2009-2010	23.8%	17.3%	31.7%		4.8%	19%	47.6%	28.6%

Science for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 08 for the last 3 years.

Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	73.4%	70.4%	79.2%		22.7%	50.7%	20.7%	5.9%
All	2008-2009	58.2%	60.6%	76.3%		16.9%	41.3%	33.3%	8.5%
All	2009-2010	62.1%	63.6%	75.9%		13.6%	48.5%	31.4%	6.5%
Am Ind/AK Native	2007-2008	83.4%	61.5%	77.9%		66.7%	16.7%	16.7%	0%
Am Ind/AK Native	2008-2009	0%	75%	74.3%		0%	0%	100%	0%
Am Ind/AK Native	2009-2010	40%	58.3%	70.4%		0%	40%	40%	20%
Asian or Pac. Isl.	2007-2008	66.6%	77.8%	87.9%		33.3%	33.3%	33.3%	0%
Asian or Pac. Isl.	2008-2009	0%	60%	87.2%		0%	0%	100%	0%
Asian or Pac. Isl.	2009-2010	25%	33.3%	86.9%		0%	25%	75%	0%
Black	2007-2008	51.5%	51.8%	54.2%		9.1%	42.4%	39.4%	9.1%
Black	2008-2009	34.9%	40.6%	50.5%		7%	27.9%	58.1%	7%
Black	2009-2010	37.5%	42.2%	50%		3.1%	34.4%	46.9%	15.6%
Hispanic	2007-2008	50%	66.7%	67.1%		25%	25%	25%	25%
Hispanic	2008-2009	20%	27.3%	63.9%		0%	20%	40%	40%
Hispanic	2009-2010	100%	71.4%	65%		33.3%	66.7%	0%	0%
White	2007-2008	78.7%	74.6%	86.8%		23.9%	54.8%	16.8%	4.5%
White	2008-2009	68.6%	66.9%	83.5%		21.6%	47%	23.9%	7.5%
White	2009-2010	71.9%	70.7%	83.1%		17.4%	54.5%	24%	4.1%
EDD	2007-2008	65.7%	62.5%	65.4%		19.6%	46.1%	26.5%	7.8%
EDD	2008-2009	47%	52.1%	61.8%		13%	34%	42%	11%
EDD	2009-2010	53.8%	58.9%	63%		11.5%	42.3%	35.6%	10.6%
ELL	2007-2008	0%	33.3%	49.1%		0%	0%	100%	0%
ELL	2008-2009	16.7%	20%	48.3%		0%	16.7%	50%	33.3%
ELL	2009-2010	0%	0%	48.3%		0%	0%	100%	0%

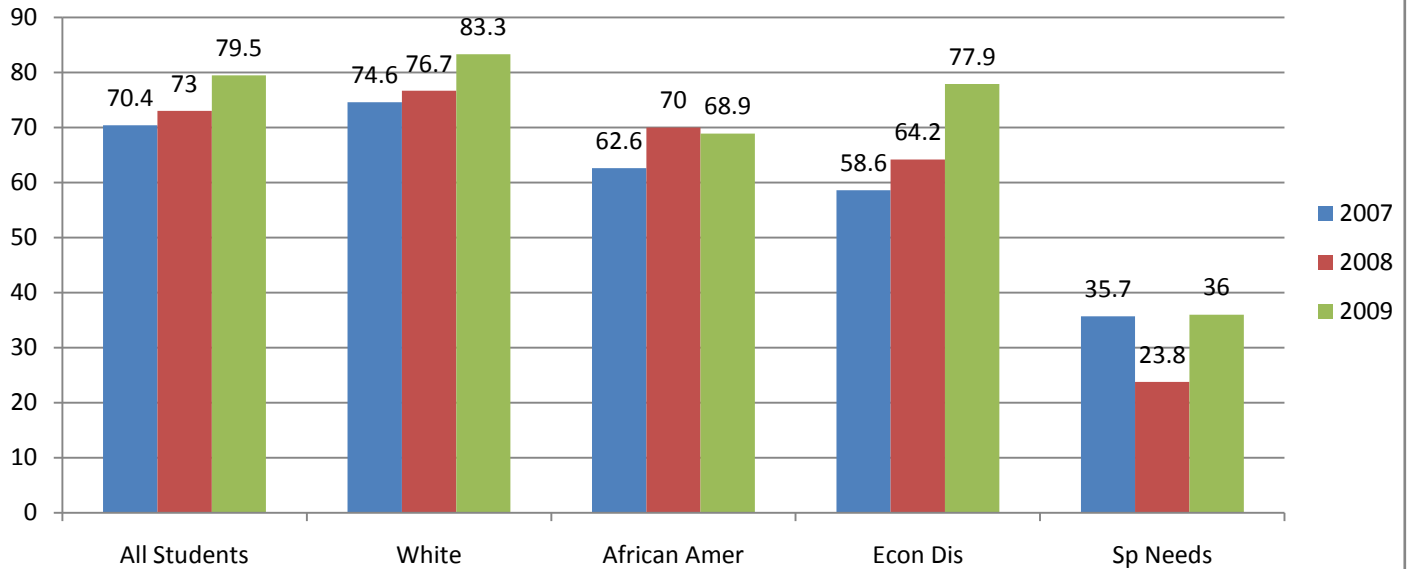
Male	2007-2008	75.9%	68.5%	78.6%		25%	50.9%	17.6%	6.5%
Male	2008-2009	57.8%	58.2%	75.4%		15.6%	42.2%	31.1%	11.1%
Male	2009-2010	61.4%	64.4%	74.9%		18.2%	43.2%	31.8%	6.8%
Female	2007-2008	70.5%	72.6%	79.9%		20%	50.5%	24.2%	5.3%
Female	2008-2009	58.6%	63.3%	77.2%		18.2%	40.4%	35.4%	6.1%
Female	2009-2010	62.9%	62.7%	77%		8.6%	54.3%	30.9%	6.2%
Multiracial	2007-2008	50%	66.7%	78%		0%	50%	0%	50%
Multiracial	2008-2009	50%	53.8%	74.1%		0%	50%	25%	25%
Multiracial	2009-2010	0%	50%	69.6%		0%	0%	100%	0%
F. L. Eng. Prof.	2008-2009	100%	100%	77.6%		0%	100%	0%	0%
Homeless	2008-2009	0%	0%	53.3%		0%	0%	100%	0%
SWD	2007-2008	47.8%	54.1%	48%		26.1%	21.7%	39.1%	13%
SWD	2008-2009	18.2%	26.4%	42.5%		9.1%	9.1%	36.4%	45.5%
SWD	2009-2010	23.8%	21.3%	42.4%		4.8%	19%	66.7%	9.5%

Social Studies for Macomb ISD, Roseville Community Schools, Eastland Middle School - Grade 09 for the last 3 years.

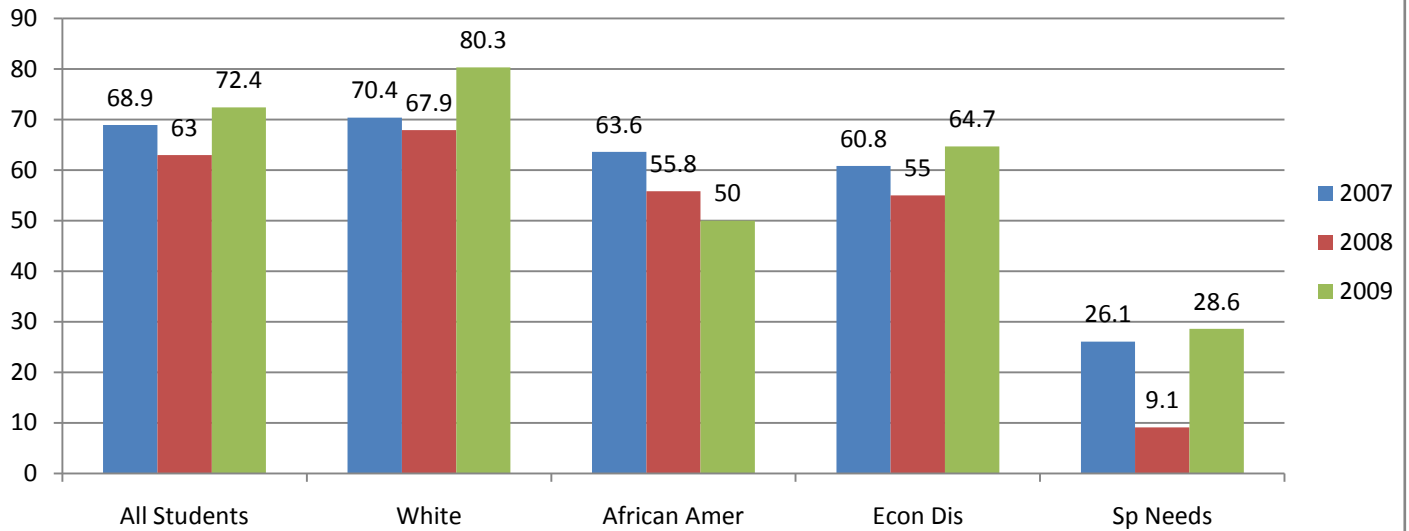
Student Group	School Year	School Percent of Students Proficient & Advanced	District Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Percent Not Tested in School	Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All	2007-2008	66.7%	70.1%	70.6%		23.9%	42.8%	25.8%	7.5%
All	2008-2009	61.8%	65.2%	72.4%		24%	37.8%	30.1%	8.2%
Am Ind/AK Native	2007-2008	100%	69.2%	66.4%		75%	25%	0%	0%
Am Ind/AK Native	2008-2009	60%	60%	69.2%		0%	60%	20%	20%
Asian or Pac. Isl.	2008-2009	33.3%	70%	82.1%		33.3%	0%	33.3%	33.3%
Black	2007-2008	50%	54.8%	42.5%		0%	50%	40%	10%
Black	2008-2009	43.9%	46.2%	46.9%		12.2%	31.7%	43.9%	12.2%
Hispanic	2007-2008	50%	71.4%	55.7%		0%	50%	0%	50%
Hispanic	2008-2009	25%	58.3%	58.6%		0%	25%	75%	0%
White	2007-2008	69.4%	73.8%	79.3%		28.1%	41.3%	24%	6.6%
White	2008-2009	69.1%	71%	80.5%		29.4%	39.7%	25%	5.9%
EDD	2007-2008	62.4%	65.1%	53.5%		18.2%	44.2%	33.8%	3.9%
EDD	2008-2009	53.3%	56.8%	57.1%		19%	34.3%	36.2%	10.5%
ELL	2007-2008	0%	0%	36.8%		0%	0%	0%	100%
ELL	2008-2009	0%	0%	40.7%		0%	0%	100%	0%
Male	2007-2008	67.1%	72.3%	70.3%		30.4%	36.7%	27.8%	5.1%
Male	2008-2009	62.4%	63.2%	72.6%		23.8%	38.6%	26.7%	10.9%
Female	2007-2008	66.3%	67.6%	70.8%		17.5%	48.8%	23.8%	10%
Female	2008-2009	61%	67.2%	72.1%		24.2%	36.8%	33.7%	5.3%
Multiracial	2007-2008	100%	66.7%	68.5%		50%	50%	0%	0%
Multiracial	2008-2009	57.2%	60%	70.3%		14.3%	42.9%	28.6%	14.3%
Homeless	2007-2008	0%	0%	42.9%		0%	0%	100%	0%
SWD	2007-2008	50%	30%	32.4%		0%	50%	43.8%	6.2%
SWD	2008-2009	22.7%	28.1%	37.3%		0%	22.7%	50%	27.3%
SWD	2009-2010	0%	21.7%	35.9%		0%	0%	0%	0%

2007-2009 MEAP Reading Scores

7th Grade 3-Year Reading % Proficient (State Target = 57%)

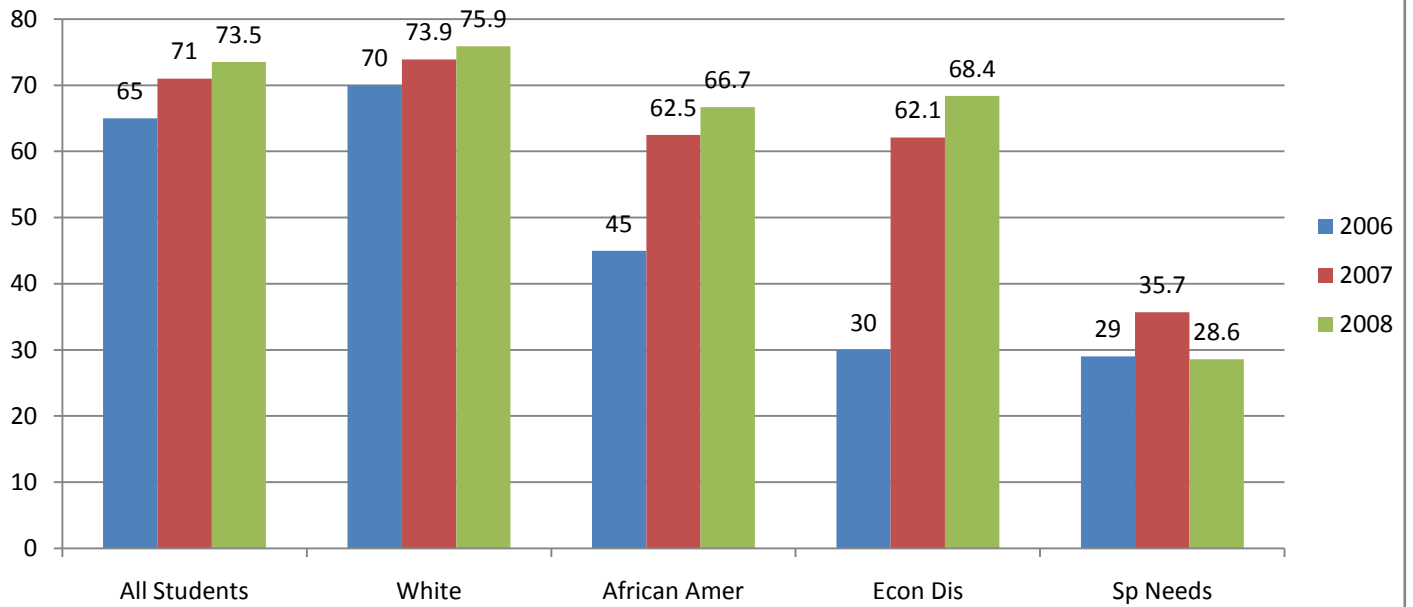


**8th Grade 3-Year Reading
% Proficient
(State Target = 54%)**

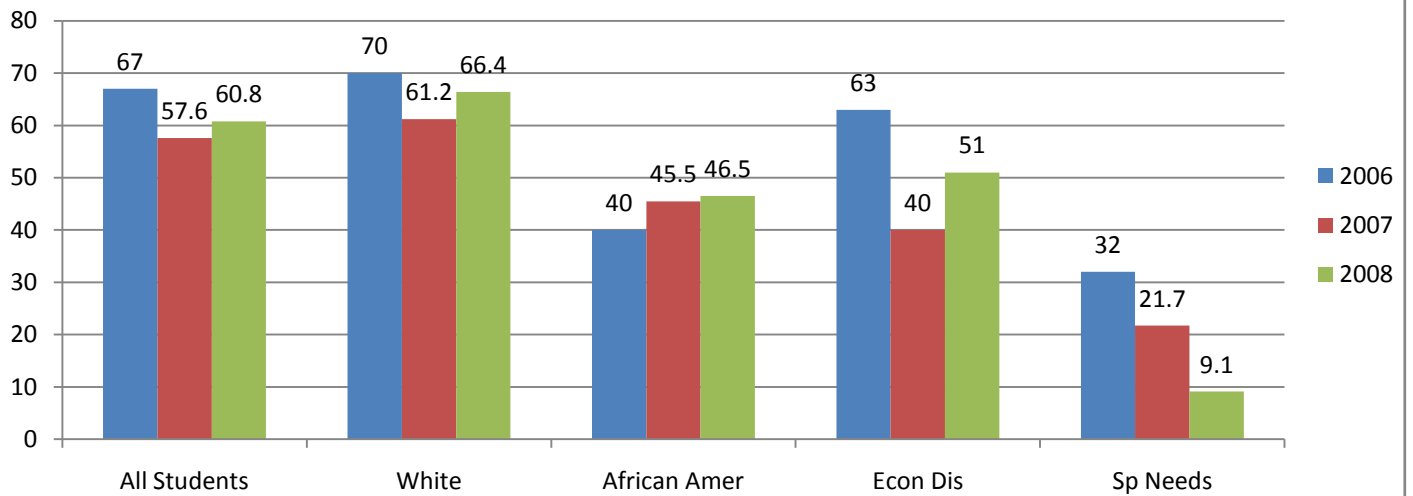


2006-2008 MEAP Writing Scores

7th Grade 3-Year Writing % Proficient

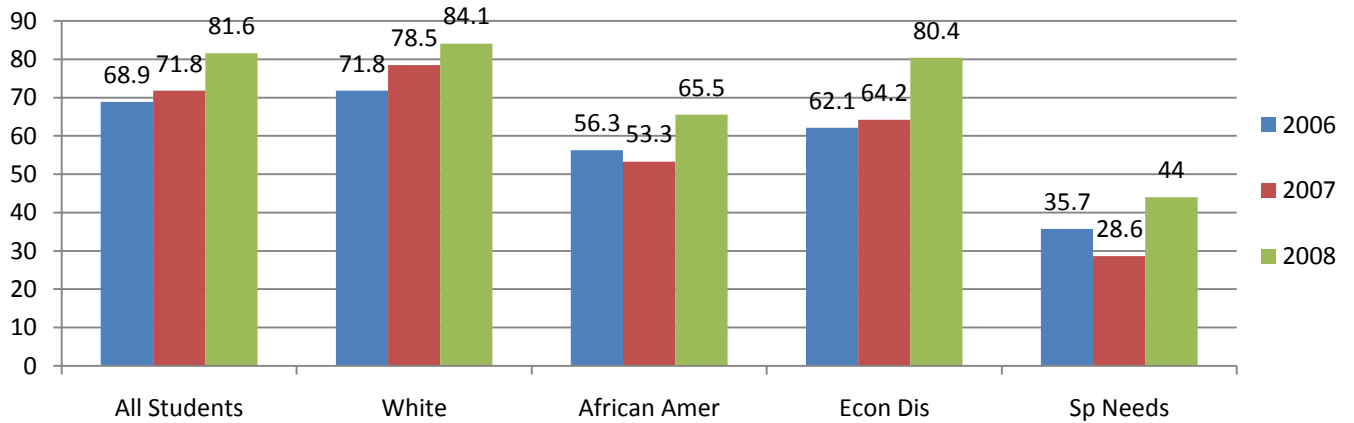


8th Grade 3-Year Writing % Proficient

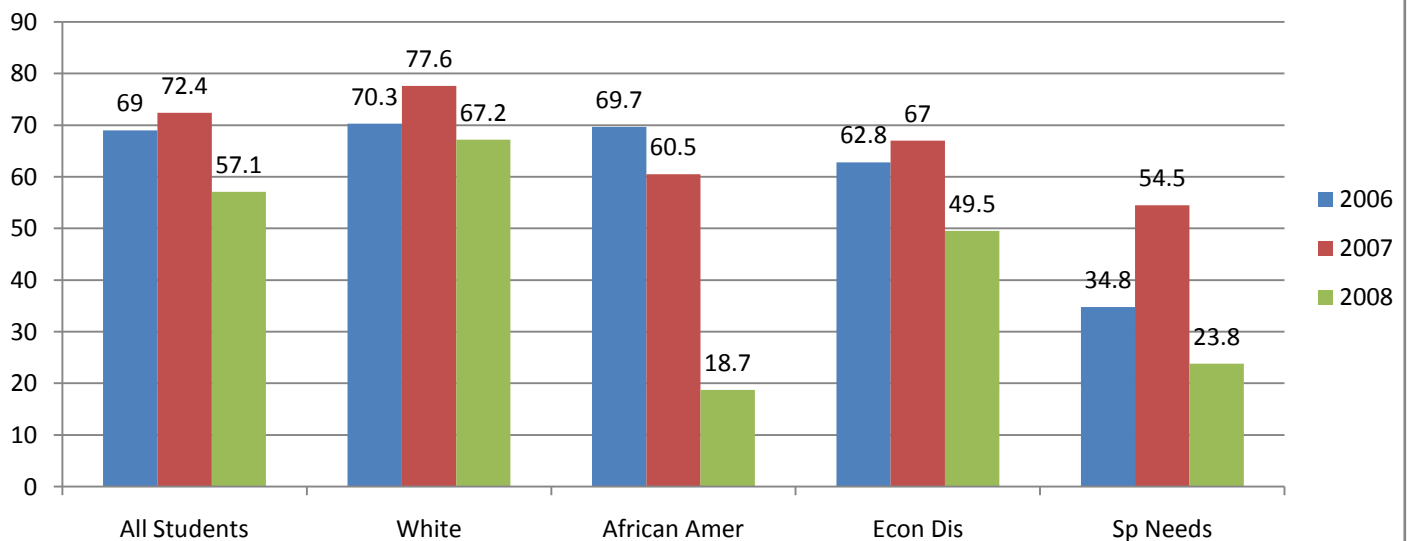


2007-2009 MEAP Math Scores

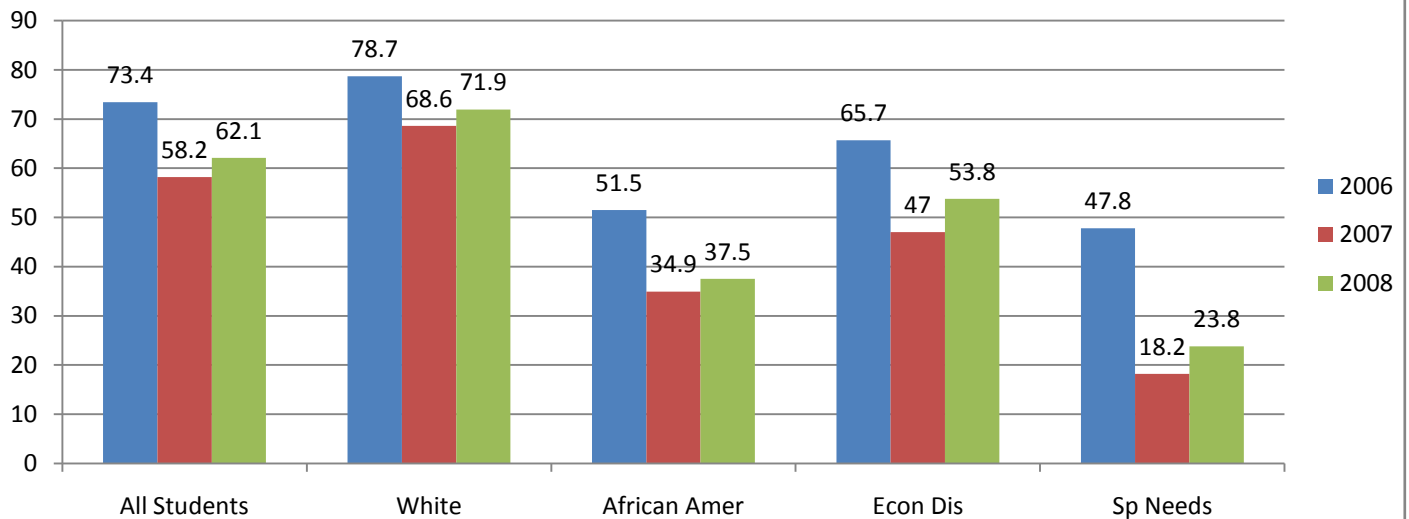
7th Grade 3-Year Math 2007-2009 % Proficient



8th Grade 3-Year Math 2007-2009 % Proficient



8th Grade 3-Year Science 2007-2009 % Proficient



Using information gathered about how students in the school are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the school doing well on?

Overall our student population is showing growth in most areas. Our math scores appear to be our largest improvement, except for a significant drop in our 8th grade scores in 2009/10.

2. When comparing the school with the district and state, which skills would the staff identify as a challenge area for the school?

Eastland Middle School believes that the challenge areas for the school are reading, writing, and math, which are all skills that are evaluated on the MEAP test. We are below the state average in all of these areas.

3. When reviewing the district curriculum, where are these skills taught?

These skills are taught in all secondary schools with the grade level content expectations being the main focus. The skills and expectations are set by the MDE curriculum.

4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level?

The school curriculum is set by the Michigan Department of Education. The level at which the skills are taught were derived by the MDE and are not open for alteration.

There is a concern that the reading level of the novels being taught at the middle school level are so far below grade level that students' reading skills are not improving because they are not being challenged. Novels for the 7th and 8th grade language arts classes were suggested by the Macomb Intermediate School District.

5. How can this information be used for curriculum, instructional and remediation purposes?

We are continuing to focus on the achievement gap by creating extra classes in math and English such as Math Attack and Language Arts Attack. We are also continuing our program of placing math and reading coaches in the classroom to give students extra help. EMS also has reading strategies based on Reading Apprenticeship and writing strategies based on SWIFT (Strategic Writing Instruction for teachers) training the staff received.

Grade Level Achievement –School Level Data – All Students

Year:

			% of Population Demonstrating Proficiency of GLCE/HSCE*							
Grade	ACS**	% HQ***	ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%

Pre K										
K	21	100%								
1	23	100%								
2	24	100%								
3	24	100%		80.4		89.3				
4	28	100%		70.5		85.3				
5	27	100%		71.5		65.2		76.2		
6	26	100%		75.9		78.4				73.6
7	35	100%		74.8		76.5				
8	35	100%		61.6		71.5		60.6		
9	34	100%								65.2
10	34	100%								
11	34	100%	385	39.3	362	31.5	363	43.3	362	75.2
12	34	100%		14		17.6		10		50.9

**ACS – Average Class Size

*** Highly Qualified as defined by NCLB or State Teacher Certification Requirements

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, MI-Access, ELPA (English Language Proficiency Assessment), curriculum based measures, etc. Teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 End of course exams (Common assessment)	7-8	Core Classes
2 Pre and Post tests developed by committees	7-8	Reading, writing, math
3		

Continuity of Instructional Program

Students who have been in school for their entire instructional program

Students	Grade levels in the School	# of Students	% of students proficient	% of students proficient	% of students proficient	% of students proficient
			ELA	Math	Social Studies	Science
Students who have been in school for all grades taught	7-8					
Students who have not been in school for all grades taught	7-8					

Using the information gathered about the school's instructional program, discuss the following:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level?

End of year exams/common assessments

Pre and post tests developed by school improvement committees

Report card grades

2. What are the criteria for student success at each grade level?

MEAP test, State grade level content expectations, School Board instituted grading scale

3. How has student achievement changed over the last 3 years?

Our 8th grade MEAP math scores, which had been previously increasing, decreased significantly. The aggregate scores decreased by 15.3%. African American scores decreased by 41.8%. EDD scores decreased by 17.5%. SWD scores decreased by 30.7%.

Our 8th grade reading scores increased significantly with the exception of the African American scores. The aggregate score increased by 9.4%. The EDD scores increased by 9.7%. The SWD scores increased by 19.5%. African American scores decreased by 5.8%.

Our 8th grade 2008 MEAP writing scores had increased slightly from those in 2007 except for SWD students who decreased by 12.6% to just 9.1% proficient. The African American students, while increasing 1% were only at 46.5% ten points below the state average for this subgroup.

Our 8th grade 2009 MEAP science scores increased across the board although all subgroups are below the state averages.

4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies? **MEAP scores, locally developed tests, student grades. Additional indicators will be developed and utilized in 2010-2011 including Data Director and Successmaker.**
5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies? **MEAP scores, student grades. Data Director and Successmaker will be used to analyze demographic student achievement data in 2010-2011.**

6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies? **Student Report Cards, teacher recommendations, MEAP, students are placed in Math and Writing Attack, Credit Recovery, Tutoring and Coaches, School Improvement Meetings, Departmental Meetings.**
7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff? **8th Grade, particularly in math and writing**
8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified.

Many of our students are new to the district and are entering the school well below grade level in reading, writing, and math skills. There also seems to be low motivation in the 8th grade.

9. For any grade level identified as a challenge area, what impact, if any, could teacher absences that resulted in significant interruption in instruction be a factor. (Be sure to track teacher absences back to prior grades). **No, we do not feel there is a correlation between student achievement and teacher attendance due to the state's criteria for substitute teachers. Each sub must follow the state guidelines of being highly qualified to be in the classroom. Thus they should be able to follow the teachers sub plans and continue the lessons that were left for them.**

Use the following chart to organize any challenge and causal factors identified.

Grade Level	Challenge Identified	Factors Identified
7-8	Sub groups are achieving far below state proficiency levels	Many of these students are new to our district and are entering well below grade level in math and reading skills.

Sub Group Analysis

Grade: 7 Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	58.6%	64.2%	77.9%	62.1%	68.4%		62.1%	64.2%	
Race/Ethnicity	62.6%	70%	68.9%	62.5%	66.7%		62.4%	66.7%	
Students with Disabilities	35.7%	23.8%	36%	35.7%	28.6%		35.7%	19%	
Limited English Proficient (LEP)	20%	40%	50%	60%	80%		40%	60%	
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	67.1%	65.2%	79%	61.4%	66.3%		65.9%	63.9%	
Female	73.5%	81%	79.8%	79.6%	81%		77.6%	81%	
Aggregate Scores	70.4%	73%	79.5%	71%	73.5%		72%	72.4%	
State	72.3%	79.5%	82%	76.5%	77.9%		74.2%	80%	

Group	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	62.1%	64.2%	80.4%						
Race/Ethnicity	56.3%	53.3%	65.5%						
Students with Disabilities	35.7%	28.6%	44%						
Limited English Proficient (LEP)	40%	60%	100%						

Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	64.8%	66.3%	87.6%						
Female	72.4%	77.4%	76.9%						
Aggregate Scores	68.9%	71.8%	81.6%						
State	72.7%	82.6%	82.1%						

(These charts look at data for full academic year students)


Please note: Writing was not tested in the 2009-2010 school year.

Grade: 8 Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	60.8%	55%	64.7%	53%	51%		56.9%	54%	
Race/Ethnicity	63.6%	55.8%	50%	45.5%	46.5%		60.6%	53.5%	
Students with Disabilities	26.1%	9.1%	28.6%	21.7%	9.1%		26.1%	9.1%	
Limited English Proficient (LEP)	0%	33.3%	100%	0%	66.7%		0%	33.3%	
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	63%	55.6%	67.1%	48.1%	48.9%		59.3%	55.6%	
Female	75.8%	69.7%	78.1%	68.5%	71.7%		74.8%	71.7%	
Aggregate Scores	68.9%	63%	72.4%	57.6%	60.8%		66.5%	64%	
State	77%	75.5%	83.4%	69.7%	74.2%		75.1%	76.7%	

Group	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	62.8%	67%	49.5%	65.7%	47%	53.8%			
Race/Ethnicity	69.7%	60.5%	18.7%	51.5%	34.9%	37.5%			
Students with Disabilities	34.8%	54.5%	23.8%	47.8%	18.2%	23.8%			
Limited English Proficient (LEP)	0%	66.7%	66.7%	0%	16.7%	0%			
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	67.6%	72.2%	59.1%	75.9%	57.8%	61.4%			
Female	70.5%	72.7%	54.8%	70.5%	58.6%	62.9%			
Aggregate Scores	69%	72.4%	57.1%	73.4%	58.2%	62.1%			
State	71.6%	74.5%	70.3%	79.2%	76.3%	75.9%			

Please note: writing was not tested in the 2009-2010 school year.




A

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade X

Fall 2006



District Name: WADSWORTH PUBLIC SCHOOL
District Code: 00040

School Name: SUPERIOR ELEMENTARY
School Code: 34567

School	No. of Students Assessed	Mean Scale Score	READING					No. of Students Assessed	Mean Scale Score	WRITING					No. of Students Assessed	Mean Scale Score	TOTAL ELA					
			Level 1	Level 2	Level 3	Level 4	Level 5			Level 1	Level 2	Level 3	Level 4	Level 5			Level 1	Level 2	Level 3	Level 4	Level 5	
Total All Students	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Gender																						
Male	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Female	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Ethnicity																						
American Indian/Alaskan Native	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Asian/Pacific Islander	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Black, Not of Hispanic Origin	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Hispanic	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
White, Not of Hispanic Origin	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Multiracial	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Additional Reporting Groups																						
Economically Disadvantaged	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
English Language Learners	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Formerly Limited English Proficient	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Migrant	Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
	No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Accommodations																						
Standard - All	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Nonstandard - All **	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Standard ELL Only	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	
Nonstandard ELL Only **	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	

* Percentages may not equal the sum of level 1 & level 2 due to rounding

** Results for these students are invalid and not reported.

*** No summary scores provided for 0% groups

Page 1 of 5

Fall 2006 Run Date: 11/11/06 batchcode=0000000

www.mi.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)

Using formation from the above charts for Sub-group data, answer the following questions:

- Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets? **All sub-groups failed to make AYP targets in some areas. Our 7th grade race/ethnicity sub-group is an exception in reading and writing.**
- Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets? **Yes, are students with disabilities are scoring more than 10 points lower than current AYP targets in all areas. Our limited English**

proficient students are performing lower in reading. Our social economic status students are performing lower in writing.

3. Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps? **Many students in these subgroups are entering the school well below grade level in reading, writing, and math skills.**

4. What trends have been identified when looking at the 3 years of MEAP/MME of data?

8th grade students are performing significantly lower than our 7th grade students in all areas. Girls continually score higher than boys in both reading and writing. Overall, our writing scores are higher than our reading scores. Our limited English proficient students have made substantial improvements in all areas.

5. Were there any discrepancies between the sets of data? If so:

- How do additional data sources compare?
- Are the data from the additional data sources congruent with MEAP/MME results?
- What discrepancies were noted?
- How are these different data sources used for planning purposes? **Staff analyzes data sources to identify target areas and track progress during middle school years. They also help identify students who need extra help in the target areas so the students can be scheduled into the math or language arts classes.**
- How does staff collaboratively analyze student work? **Staff works in committees (reading, writing, math) to look at achievement scores and analyze progress of students.**

Review of Special Education Population

Students with Disabilities Group Demographics

(www.mi.gov/MEAP - click on MEAP Test Results)

Review of Special Education Population

Students Taking the MEAP/MME

Sub-group: Students with Disabilities (used settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA			Math			Science			Soc.Stu.		
			B	P	A	B	P	A	B	P	A	B	P	A
Instructed in General Education Setting 80% or more														
Instructed in general Education Setting 79-40%	0	0												
Instructed in general education <40%	0	0												

Note: B=Basic, P=Proficient, A=Advanced

(www.michigan.gov/MEAP - click on MEAP Test Results)

MEAP analysis question

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)?
2. What percentage of students took MI-Access or other modified test? No students took the MI-Access test.
3. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP/Mi-Access performance over the past 3 years? If there are significant changes in performance, why? **8th grade SWD students are not performing at state levels. There were significant increase in reading and science in 2009. Writing had decreased significantly in 2008. Lack of reading ability is going to adversely affect all subjects.**
4. Is there a difference in performance between students who receive content instruction in general education settings and those who receive content instruction in special

education settings? If there is a difference in performance, why? **All students at Eastland Middle School receive instruction in a general education setting with a Special Needs teacher in the class.**

Curriculum/Delivery

1. What is your school's identification rate for students with disabilities? How does this compare to the overall identification rate in your district?
 - a. How does your school identification rate for any specific disability category differ from your district's identification rate? (Refer to MI-CIS data)
 - b. Is there over or under representation of racial/ethnic groups in your school's special education programs? **Yes. There is an over representation of African American students in our special education programs.**
 - c. Are there differences in achievement between racial/ethnic groups for students with disabilities?
2. For students not receiving instruction in general education setting, what curriculum is used and how is it aligned with the State Grade Level Content Expectations/High School Content Expectations, and/or Extended Grade-level Content Expectations?

The one group that would not receive instruction in general education would be students with Cognitive Impairments. The middle and high school teachers of students with Cognitive Impairments have been working on dovetailing their curriculum with the state's Extended Grade-level Content Expectations. The special education staff has developed a binder with this information for all CORE areas. EMS does not offer a program for students with Cognitive Impairments. Students identified as having a cognitive impairment attend our other middle school in the district.

3. How are services provided that will help the student become successful in the general education setting? For example:

Co-Teaching	<p>We provide co-teaching in all of the core areas.</p> <p>They also have a learning resources class each day to review the concepts and skills taught in the general education setting.</p>
Differentiated instruction	<p>We feel that providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability.</p>
Supplementary aids and services	<p>We supply our students with aids and services they need to be successful per their IEP.</p>
Peer tutoring	<p>None.</p>
Additional interventions	<p>Math Coaches have been hired for all secondary buildings. Regular education teachers also serve as coaches in classrooms to assist our at-risk population.</p>

4. How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Per state and federal law all students have access to all programs and services provided by the district. They are made aware of the extra help offered during their IEP when their parents are present.

Limited English Proficient (LEP) Group Demographics

***Eastland Middle School does not have a population of students over 10 in any language group.**

Using these sample charts, list which languages are included in the school's LEP sub-group.

MEAP/MME

Language*	# Students	#Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Paraprofessional	ELA	Math	Science	Soc.Stu.
Total School								

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	#Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
Total School									

(www.mi.gov/MEAP - click on MEAP Test Results)

Discussion for LEP Sub-group analysis:

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?

2. How are each of the language groups achieving in comparison to the school aggregate?

3. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?

4. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?

5. Based on staff review of the data and information, what has the school staff determined to be the leading cause(s) for the gap in performance?

Archival Data (duplicate charts for multiple years of data)

Mobility Data

Year: 07-08

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	429	41	30
1	393	32	35
2	440	32	25
3	442	26	25
4	501	39	28
5	473	22	36
6	421	31	24
7	515	34	24
8	536	39	58
9	538	53	55
10	660	54	103
11	434	35	42
12	464	21	38

Mobility Data

Year: 08-09

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	386	37	32
1	416	31	24
2	378	39	34
3	428	31	32
4	429	26	32
5	504	31	33
6	444	35	22
7	428	40	36
8	508	35	34

9	518	62	60
10	537	55	96
11	546	25	52
12	504	12	39

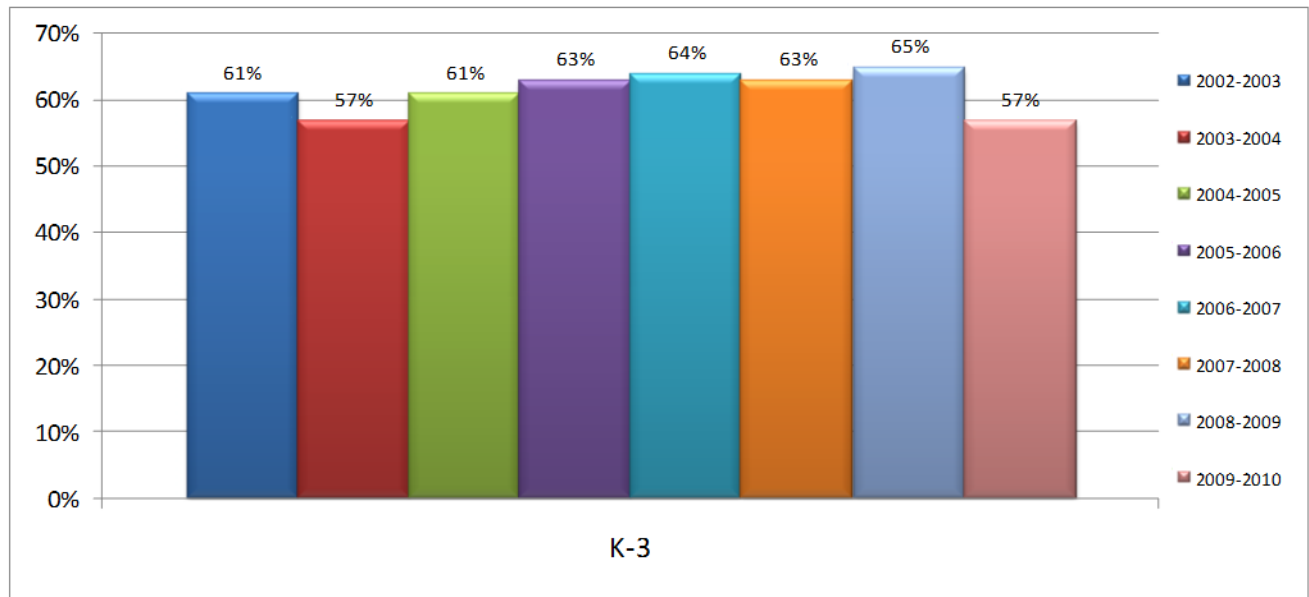
Mobility Data

Year: 09-10

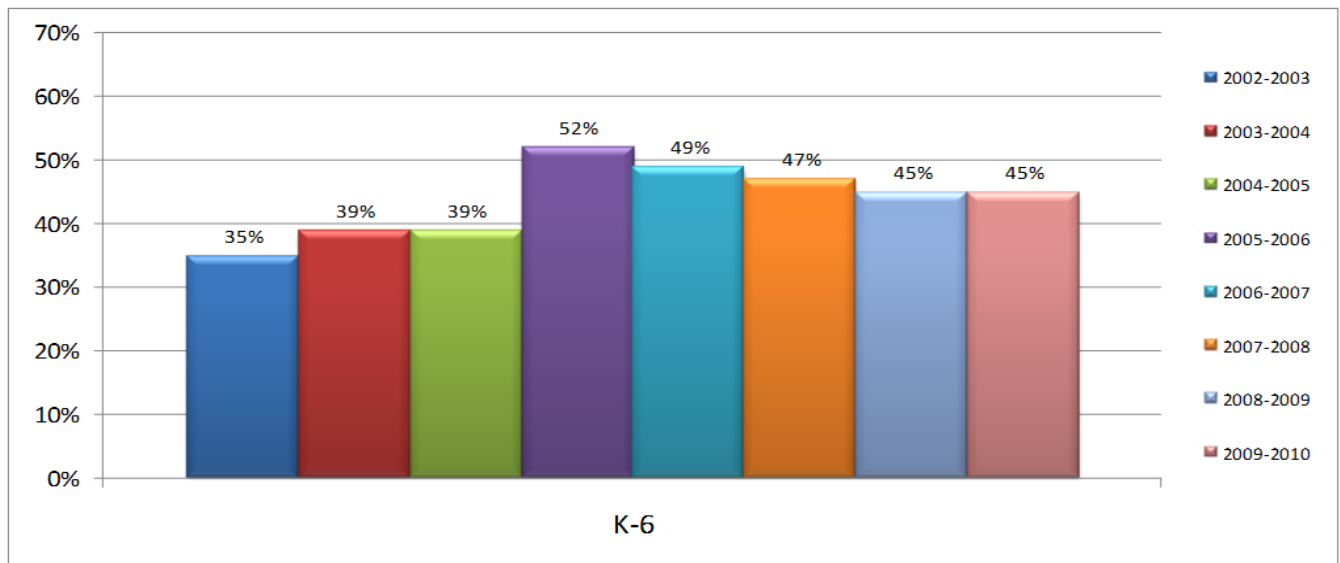
Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	377	31	32
1	354	36	323

2	409	26	22
3	375	34	22
4	425	33	38
5	421	26	27
6	481	23	20
7	457	27	33
8	437	33	36
9	509	50	59
10	670	41	78
11	377	23	36
12	490	16	32

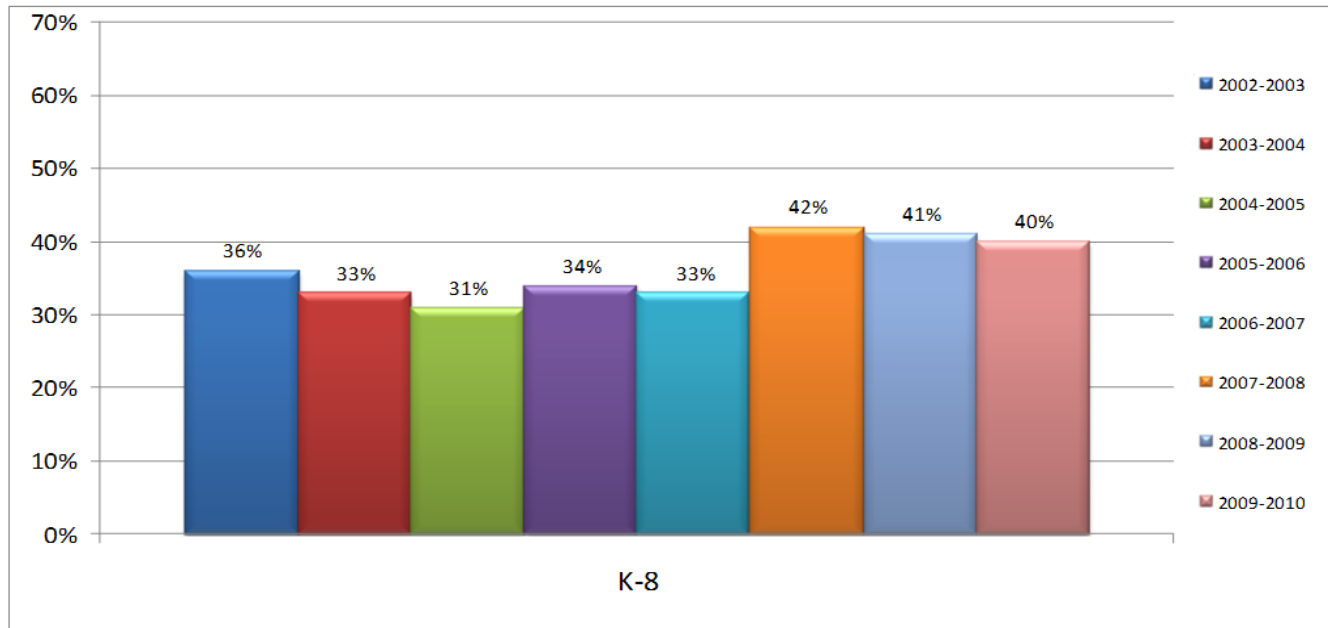
STUDENTS THAT STAYED WITH ROSEVILLE COMMUNITY SCHOOLS



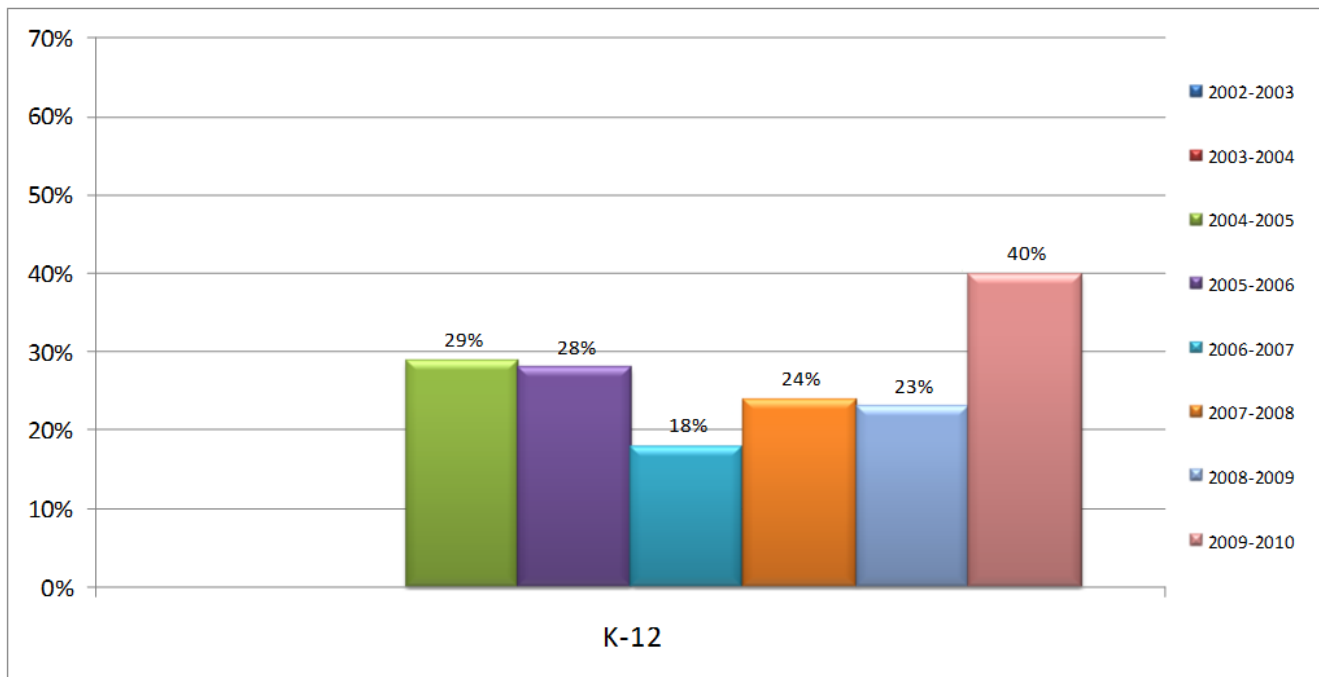
STUDENTS THAT STAYED WITH ROSEVILLE COMMUNITY SCHOOLS



STUDENTS THAT STAYED WITH ROSEVILLE COMMUNITY SCHOOLS



STUDENTS THAT STAYED WITH ROSEVILLE COMMUNITY SCHOOLS



Discipline Data

Year:2007-2008

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									
6									
7	185	92	93	7	162		2		
8	190	96	94	2	157		0		
9									
10									
11									
12									

*in school / out of school

Discipline Data

Year:2008-2009

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									
6									
7	172	101	71	17	75		1		
8	190	136	54	6	167		1		
9									
10									
11									
12									

*in school / out of school

Discipline Data

Year: **will need 09-10 at end of year**

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K									
1									
2									
3									
4									
5									
6									
7	182	170	12	22	325		2	13	39
8	168	147	21	11	220		1	1	37
9									
10									
11									
12									

*in school / out of school

Enrollment and Graduation Data

Year: 07-08

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	440				15		425
1	390				7		383
2	447				2		445
3	443				4		439
4	512				0		512
5	459				0		459
6	428				0		428
7	514				8		503
8	517		96		7		510
9	536		89		0		536
10	611		73		91	0	520
11	424		72		1	0	423
12	447		98		9	56	382

Enrollment and Graduation Data

Year: 08-09

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	391				9		382
1	423				6		417
2	383				1		382
3	427				1		426
4	423				1		422
5	502				1		501
6	451				0		451
7	432				7		425
8	509		84		2		507
9	520		100		0		520
10	496		76		75	0	421
11	579		77		0	0	519
12	487		127		5	70	412

Enrollment and Graduation Data

Year: 09-10

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	371				8		363
1	358				1		357
2	412				0		412
3	379				5		374
4	421				0		421
5	422				0		422
6	493				0		493
7 (EMS)	182		0		5		177
8 (EMS)	168		0		10		158
9	509		79		0		509
10	643		123		117		526
11	363		123		1		362
12	464		178		10		545

Number of Students	# Enrolled in Advanced	# Enrolled in International	# of Students in	# of Students in CTE/Vocational	Number of Students who have
--------------------	------------------------	-----------------------------	------------------	---------------------------------	-----------------------------

in Building by grade	Placement Classes	Baccalaureate Courses	Dual Enrollment	Classes	approved/reviewed EDP on file*
6	NA	NA	NA		
7	36	0	NA		176
8	34	0	NA		153
9	NA	NA	NA		
10		NA			
11		NA			
12		NA			

Number of Students enrolled in Extended Learning Opportunities

And Information about Educational Development Plans (EDP)

Year:

EDP must be developed for all 8th graders, and reviewed annually in grades 9-12 to ensure that course selections align with the plans.

Sub Group Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In *	Out*		In *	Out*
SES								
Race/Ethnicity								
Disabilities								
LEP								
Homeless								
Migrant								
Gender								
Male								
Female								
Totals								

Year:

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						

LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Duplicate these sample charts for multiple years

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the school and for each identified sub-group?
2. Has the mobility rate changed over time?
3. What percentage of students has been in the school since the first day of school?
4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year? **There is a large gap in achievement between students who have been in the school since the first day of school and those who moved in during the school year. Students who have been here perform at higher levels than those moving in during the year.**
5. What is the average student attendance rate? (For whole school and by sub-group).

6. What % of students missed more than 11 days of school? Is there a high concentration in any of the school sub-groups?
7. Are there grade level differences in attendance?
8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)?
N/A - students are all under the legal age to drop out.
9. Has the dropout rate decreased, increased or stayed the same?
N/A
10. What does the dropout pattern look like when disaggregated by sub-group?
N/A
11. Is there a grade level that has a higher percentage of students dropping out?
N/A
12. What are the achievement levels of students who dropout of school?
N/A
13. What are the attendance patterns of students who dropout of school?
N/A
14. What are the discipline patterns of students who dropout of school?
N/A
15. What percentage of eligible students is participating in Extended Learning Opportunities?

16. Are the percentages for participation in Extended Learning Opportunities increasing?

17. What is the school doing to inform students and parents of Extended Learning Opportunities?

18. How many of the schools 8th graders have a parent approved Educational Development Plan on file?

19. What data do you have that documents that all of these EDP's are reviewed and updated annually to ensure academic course work aligns with the EDP?

Each and every year from 7th grade though the 9th grade we take the students though the process to update their EDPs. The course offerings are few for this group of students because of the new graduation requirements. We review the choices when talking with them about their future plans.

20. Based on a review of these data about student mobility, attendance, behavior, dropout, graduation rates, and extended learning opportunities, did the staff identify any areas of challenge?

We feel that all of the challenges listed are areas of concern to student achievement. If the students are not in school they are missing out on their educational opportunity. Being absent for whatever reason is the biggest determining factor for low achievement

21. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)?

Attendance. Many of our failures are based on students who cannot adhere to the attendance policy. This policy is being reviewed by the school and the district at this time.

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal?
 - o What they think the teachers and principal(s) feel about them?
 - o What they feel the staff expectations for their learning ability are?

Students have been given surveys asking the above questions.

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners
 - o Principal(s) effectiveness

Parent surveys have been sent home, but a low percentage of these surveys are turned back in.

Staff

3. In what ways does the school collect information about staff perceptions in the following areas:

- o High expectations for all students
- o Coherence of instructional program
- o Leadership effectiveness and support

Surveys have been given in the past asking about these topics. They were not given this year because of the change in the staff. With the 9th grade moving to the high school, our staff has changed dramatically.

Community

4. In what ways does the school collect information about community perception in the following areas:

- o Teacher preparation and ability to prepare all students to be successful learners
- o Principal(s) leadership abilities
- o Staff has high expectations for all students

A monthly superintendent discussion group meets to discuss the schools role in the community. Any concerns or perceptions are then shared with the principal and passed on to the staff.

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities?
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Professional Development Assessment

In order to incorporate the required state professional development plan into your school improvement plan, discuss the following questions and identify area of needs:

1. Based on a review of the professional development needs/activities identified by stakeholders in the building what activities were noted that stakeholders would like to address? **Staff felt that the biggest need for professional development was about how to engage parents and get them more involved in their student's education.**
2. What activities have the building provided that will build collaborative decision making skills for teachers and instructional leaders in the building? **SIP Meetings. During the 2010-2011 year grade level departmental meetings will be provided.**
3. What activities have been provided that will improve site-based decision making skills for school leaders? **SIP Meetings. During the 2010-2011 school year Data Director training, SIP meetings, grade level departmental meetings, and Facilitators for School Improvement training will be provided.**

4. What activities have been provided that will improve the school improvement planning process to better meet the teaching and learning needs within the building? **SIP meetings. During the 2010-2011 SIP meetings, departmental meetings, and Facilitators for School Improvement training will be provided**

What activities does the building currently have in place to improve instructional leadership skills school leaders? **SIP meetings. See above training for 2010-2011 year.**

5. Describe how professional development activities are collaboratively designed to support building level school improvement efforts. How are they tied to teacher or student identified needs? Who is involved? **SIP/SIG meetings will determine school improvement based on student achievement data such as the MEAP test and the School Data Profile.**
6. What resources are available to support professional learning activities? **General and Building funds are used for PD opportunities. MISD funds are available for some PD to mitigate the cost of the PD as well as the cost of a substitute teacher.**
7. What activities have been identified to support classroom teacher use of student achievement data to guide instruction and remediation activities within the building(s)? **During the 2010-2011 school year SIP strategies and activities, Data Director, Successmaker, after school tutoring, and Summer Math and Literacy programs will support teacher use of student achievement data.**
8. How does the school currently use professional development as a way to eliminate the achievement gap? **Staff is trained in research-based strategies that will be utilized to eliminate the achievement gap. Data Director training will be conducted to utilize data based decision making and interventions.**
9. What policy/practice does the building/district have in place to support professional learning communities? **SIP and Staff meetings. Teaming has been eliminated due to budget cuts.**
10. How are professional learning activities that are offered, measured for their impact on teaching and learning? **Evaluations, surveys, and student achievement data are used to assess professional development activities.**

Summary of Professional Development: Concerns, Factors, and Actions

After reviewing the school, staff, parent and community, and student achievement data for the building, and information about professional development needs identified by stakeholders within the building, what did the building identify as areas of need for professional development?

SIP/SIG meetings, and district goals and resources will be used to identify our professional development needs.

Attachment II

Executed Addendums to Teacher and Principal Contracts Regarding Student Achievement in Evaluation, Student Growth Measurement, Macomb County Walkthrough


Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

The parties agree to negotiate a revised process for the annual evaluation of all teachers that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation) and 380.1280c (requirement for collective bargaining).

The parties will use the Teacher Evaluation Parameters developed by the combined MISD/AFT-MI/MEA committee and the Charlotte Danielson teacher evaluation standards as models for negotiation discussions.

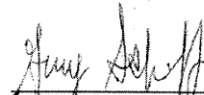
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools

 1/12/11

Rebecca Vasil Date
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11

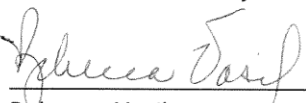
Gary Scheff Date
President

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Principals Association

The parties agree to negotiate a revised process for the annual evaluation of all principals that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation), and 380.1280c (requirement for collective bargaining).

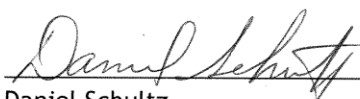
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

1/14/11
Date

Roseville Principals Association


Daniel Schultz
President

1-14-11
Date

Macomb County
Dashboards

Student Growth Measurements

Elementary (Grades K-5/6)

MEAP Scale Scores
(Grades 2-5/6)

MLPP
(Grades K-3)

DIBELS
(Grades K-3)

Common
Assessment/Content
Area
(Grades K-5/6)

Standardized Test
Results
(Grades K-5/6)

Student Performance
Project Based
(Grades K-5/6)

Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson

Other

Secondary (Grades 6/7-8/9)

MEAP Scale Scores
(Grades 6 & 7)

Department
Common
Assessments
(Pre & Post)
(Grades 6/7-8/9)

of Students
Pass/Fail Rate
(Grades 6/7-8/9)

Standardized Test Results
(NWEA; Iowa)
(Grades 6/7-8/9)

Student Performance
Project Based
(Grades K-6/7-8/9)

Explore/Plan
(Grades 8/9/10)

Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson

Other

Secondary (Grades 9/10-12)

MME Scale Scores
(Grades 9/10-11)

Department Common
Assessments
(Pre & Post)
(Grades 9/10-12)

of Students - Credit Earned
(Grades 9/10-12)

AP Test Scores
(Grades 10-12)

Graduation
Rates
(Grades 9/10-12)

ACT
Work Keys
(Grades 9/10-11)

Student Performance
Project Based
(Grades 9/10-12)

Explore/Plan
(Grades 9/10)

Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson

Other

Macomb County
Teacher Evaluation Parameters to Comply with the
Michigan Teacher Tenure Act
and
Section 1249 of the Revised School Code

As part of the recent legislation, the state mandated that teachers have a "rigorous, transparent, and fair" performance evaluation each year. Student growth data shall be a significant factor in each teacher's evaluation. In Macomb County, school administrators and teachers formed a work group to develop models to help provide guidance to the local districts and their bargaining units.

1. All teachers shall be evaluated annually and shall be provided timely and constructive feedback.
2. The current collective bargaining agreement (for the local district) and the Michigan Teacher Tenure Act shall govern the evaluation format and process for probationary teachers, tenure teachers on an IDP and tenure teachers subject to an evaluation every third year. For the remaining tenure teachers, it may be determined locally to modify existing evaluation processes and instruments for compliance with section 1249 of the Revised School Code.
3. Student growth data will be utilized as a significant factor as defined locally with consideration given to the Michigan Department of Education guidelines. The interpretation of student growth data will be consistent with the Michigan Teacher Tenure Act. See *Gantz v. Detroit Public Schools*, TTC 96-17 and *Sharkey v. Oak Park School District*, TTC 74-41-R.
4. Student growth data measures, for the purpose of annual evaluation, will be developed with the involvement of the teacher and must include, but not limited to, multiple assessments as listed on the Macomb County Growth Measurements Dashboards. See Attachment A.
5. Student growth data may be measured by growth/progress between the initial and the final student assessments.

Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

Macomb County Walkthrough

Teacher:	Grade:	Course:
Class Type:		Observer:
Observation Date:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None
Observation Time:		

Stated Objective / Core Standard	Observed Objective / Core Standard	Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent
---	---	---

DOMINANT STUDENT ACTIVITY <i>(Mark one in first column. Mark all those observed in second column.)</i>		DOMINANT TEACHER ACTIVITY
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity </div> <div style="width: 45%;"> <input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue _____ <input type="checkbox"/> Other _____ </div> </div>	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____

POWERFUL INSTRUCTIONAL PRACTICES: <i>(Mark all noted)</i>
--

<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Checks for understanding	<input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) <input type="checkbox"/> Provides for differentiated learning <input type="checkbox"/> Provides opportunities for student inquiry
---	---

Reading Analysis			
<i>Types of Text Reading</i>	<i>Levels of Inquiry</i>		
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	<i>Initial/Basic</i> <input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	<i>Interpretation</i> <input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	<i>Analysis</i> <input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies

Writing Analysis		
<i>Modes of Discourse</i> <input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative	<i>Response to Content</i> <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response <input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other	<i>Personal Reflection</i> <input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite

Other comments (if more space needed, use the back side of this sheet):

Attachment III
Union Agreement of Concessions

TO: Michael LaFeve, Assistant Superintendent
FROM: Gary Scheff, Roseville Federation of Teachers, President *GS*
Rebecca Vasil, Deputy Superintendent *RV*
RE: Administrative Right of Assignment
DATE: October 11, 2010

The following sections of the 2010-2011 collective bargaining agreement between the Roseville Federation of Teachers and the Roseville Community Schools confirm the district's longstanding ability to involuntarily reassign teachers, without consideration of seniority. The placements can be made in response to a variety of circumstances, including: state or federal mandates; external accreditation standards; a showing of cause, etc.

- Article VII, Section 10 - If, as the result of state or federal mandates, a school within the district must undergo restructuring, administration reserves the right to reassign staff, with input from the union.
- Article VII, Section 1, A, 1 - Qualifications for elementary and secondary classroom positions shall be defined as a provisional, permanent or continuing elementary or secondary teaching certificate with endorsement (s) in the required subject area (s), and shall comply with state and federal mandates.
- Article VII, Section 3, f - Teachers assigned to the High School shall meet North Central Standards for the subject and/or grade assigned. Failure to meet such standards may result in a reassignment within the department (building/district); a transfer within the teacher's endorsed fields, or assignment to a 7th, 8th or 9th grade position.
- Article VII, Section 2, D - Involuntary reassignment by the Deputy Superintendent will be permitted to prevent the layoff of more senior teachers, to avoid the employment of new personnel during periods of reduction in force, or with a showing of cause. Administration will meet with a representative of the union prior to an involuntary reassignment.
- Article VII, Section 2, L - Whenever a teacher is transferred involuntarily, said teacher may request a showing of cause by the administration or Board of Education, whichever initiated such transfer. The teacher shall appeal in writing to the principal within ten (10) days after the effective date of the transfer if the teacher wishes to protest the transfer formally.

Questions about any aspect of this memo can be directed to Gary Scheff at (586) 445-5899 or Rebecca Vasil at (586) 445-5513.

Attachment IV

SIP/SIG Meeting (Parents and Staff) Agendas

and Perception Data

EASTLAND MIDDLE SCHOOL SIP MEETING – 7-21-10

AGENDA

9:00 – 9:15 Continental Breakfast

9:00 – 9:20 Welcome

Introductions – New Staff Members

9:20 9:30 NCA vs. State Online SIP Requirement

CNA – Thanks Shelly!

9:30 – 10:15 Mission, Vision, Belief Statements

- Vision = What is our preferred future?
- Mission = A clear focused statement of purpose and function
- Beliefs = Core values or guiding principles that drive every day actions
- Samples Provided
- Any format is okay

BREAK WHEN YOU NEED TO

10:15 – 11:30 Goal Management (Strategies, research, funding)

- Group by departments
- Refer to the NCA Plans, CNA, MEAP, RMS School Improvement Plan, MISD website and Internet.
- Using Goal management template, answer the questions regarding goal, objective and strategies.

NOTE: In most cases we will be selecting “Choose from all target areas.”

- Fiscal Resources – Strategies that involve technology or professional development (you have have to refer to MISD website. Those that you cannot find I will research such as Math and Literacy Coaches, Instructional Aides, Data Director, etc.

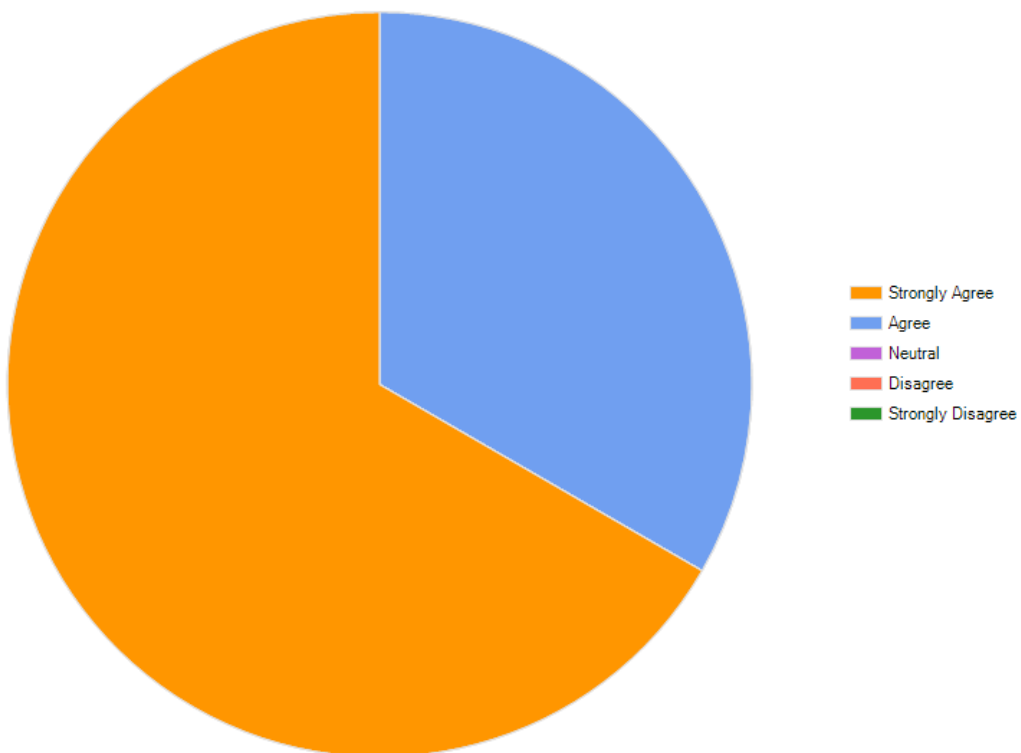
11:30 Home School Compact (If there is time)

Please remember to take the staff survey online by accessing

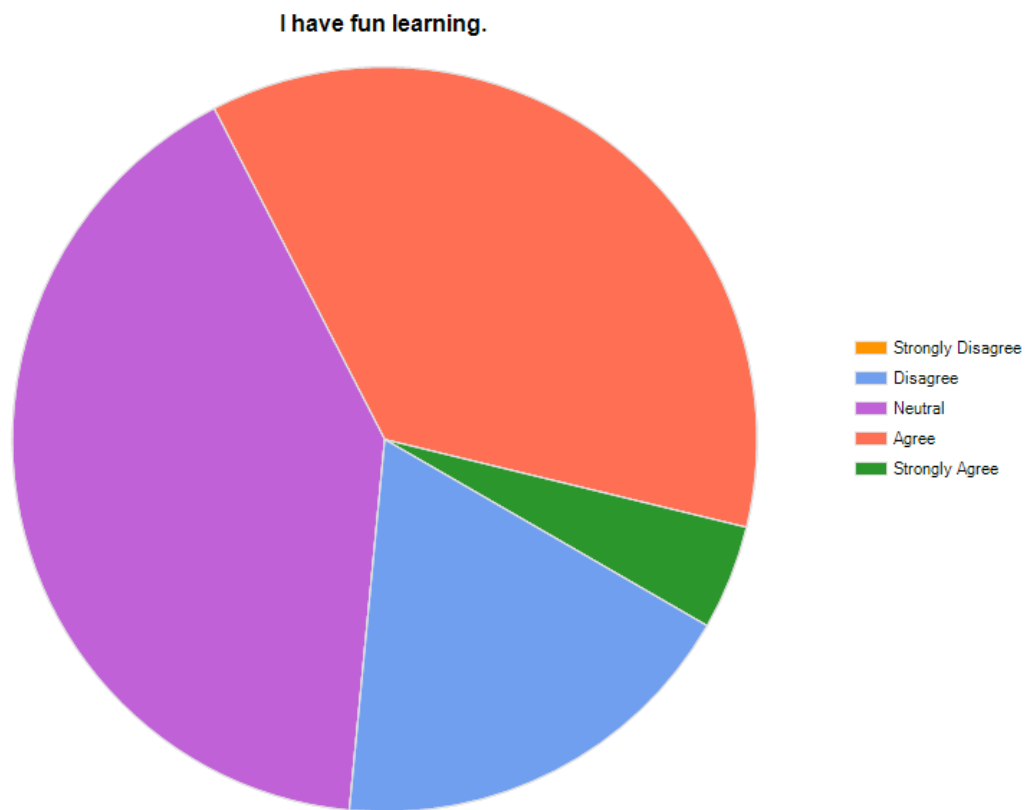
<http://www.surveymonkey.com/s/EMSStaffClimateSurvey>

Parent Survey Results – One question

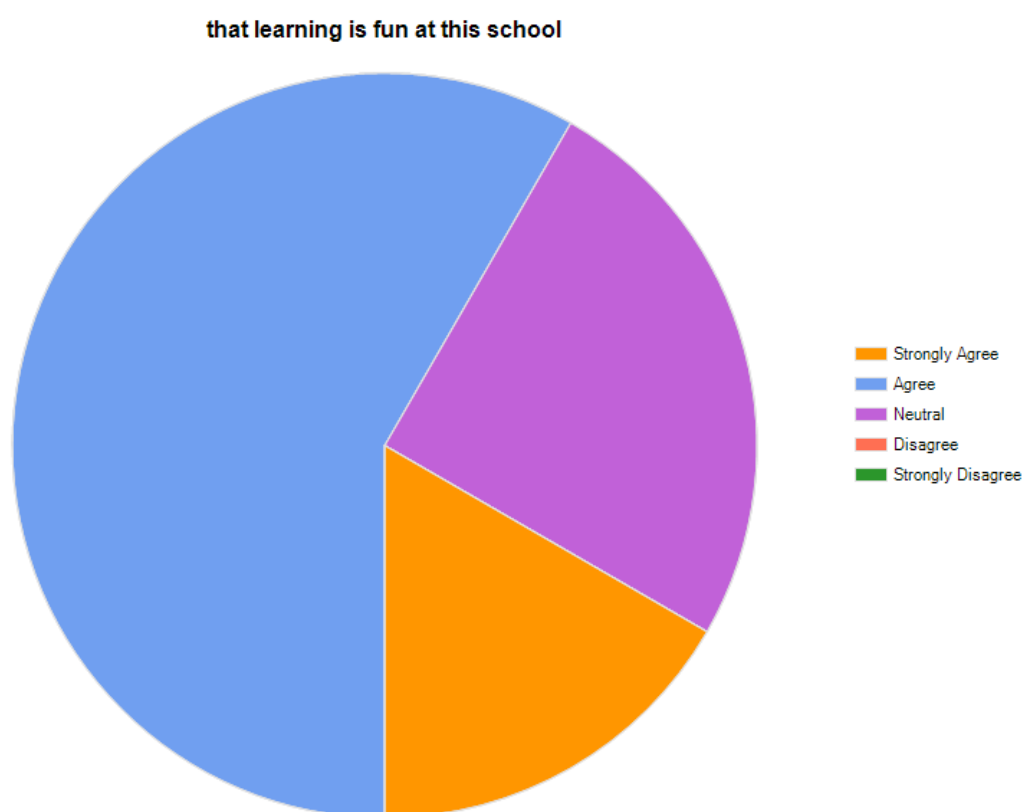
I feel that the principal of the school is an effective leader.



Student Survey Results – One question



Staff Survey Results – One Question



EASTLAND MIDDLE SCHOOL SIP MEETING – 7-28-10

AGENDA

9:00 – 9:15 Continental Breakfast – Please sign-in and put your e-mail address

9:15– 9:20 Welcome and Introductions - Staff and Parents

9:20 – 9:50 School Home Compact

- Purpose
- Look at samples
- Develop/adopt Compact for EMS

9:50 – 10:00 BREAK

10:00 - 12:00 - STAFF – Committee work sessions

GOAL - Complete Template

- Group by departments
- Refer to the NCA Plans, CNA, MEAP, RMS School Improvement Plan, MISD website and Internet.
- Using Goal management template, answer the questions regarding goal, objective and strategies.
NOTE: In most cases we will be selecting “Choose from all target areas.”
- Mirror RMS on the research and gap statements but with our data.
- EMS will participate in the professional development at RMS given by the MISD consultants in Math and ELA. (See Calendar Handouts)
- See the MISD Professional Development Calendar for more detail on timelines and titles at <http://www.misd.net/index.htm>

*Do not worry about the Resource Funding sections other than costs for strategies. I will get with Mike LaFave and Donna Berg on this.

- We will be participating in Facilitators for School Improvement, Lenses on Learning (Math), Data Director, Powerschool, Reading Apprenticeship and can look at others (even to refresh or for new teachers)

10:00 - 10:15 - PARENTS - Review and give feedback on Vision, Mission, and Belief Statements

10:15 – 10:25 - Brainstorm ways to increase parent involvement – generate a list of possible strategies

170

10:25 – 10:40 - Online Survey Username: USERNAME: emsstudent PASSWORD:
cougars

Eastland Middle School Meeting Agenda – 9/2/10

1. Volunteer Sign Up Sheet- Round 1
 - If you did it last year you get first dibs. We will pass it around later in the meeting. Feel free to pick more than 1! Two people can volunteer to chair the same event.
2. Welcome – Introductions and team building
 - Please introduce yourself and tell your colleagues what you teach and one interesting fact about yourself, and share something positive that happened recently.
3. First Day Procedures (Staff meeting in p.m.) – Paul
4. Lowest Performing School Presentation – Mike LaFeve
5. Review Comprehensive Needs Assessment and 4 Options
6. SIP Overview
7. Share Vision and Belief Statements
8. School-Home Compact
9. Necessary Steps
 - Revise SIP – Those who were here on the 30th please share MISD Consultant recommendations, divide group into objectives and strategies and funding resources (\$), type or write using manage goal template, include products, training and sub costs. Use the RMS and RHS plans for wording, format, etc.
 - Work on SIG (School Improvement Grant) application – Use the grant from RMS as a model to start from and start revising and editing to fit EMS. Initial Draft due Oct. 16th.
 - Develop a MEAP plan for each grade and department and hit it hard before the test. The new formula holds us to a much higher standard than No Child Left Behind. This is Every Child Must Increase Achievement
 - Attend training – use strategies in class
 - Develop a process to address each of the three tiers.
 - The parent component

*The emphasis is on data based decision making and research-based strategies

**The MDE expects really SIGNIFICANT gains ASAP.

Eastland Middle School
Staff Meeting Agenda 9-7-10

- Review of the first day – first impressions, suggestions
 - Coaching Schedule – pick your preference – criteria
 - SIG Powerpoint
 - Next Steps
 1. Choose a turnaround model
 2. Revise SIP – Those who were here on the 30th please share MISD Consultant recommendations, regroup into Reading, Math and Writing committees, divide committees into objectives and strategies and funding resources (\$), type or write using manage goal template, include products, training, sub costs, and any other costs. Use RMS and RHS plans for wording, format, etc.
 3. Work on SIG (School Improvement Grant) application – Use the grant from RMS as a model to start from. Revise and edit to fit EMS. Initial draft is due October 16.
 4. Develop a MEAP plan for each grade and department and work it diligently before the test. The new formula holds us to a much higher standard than No Child Left Behind. This is Every Child Must Increase Achievement.
 5. Attend training – use strategies in class.
 6. Develop a process to address each of the three tiers.
 7. The the parent component.
- * The emphasis is on data based decision making and research based strategies.
- ** The MDE expects really SIGNIFICANT gains A.S.A.P.

EASTLAND MIDDLE SCHOOL
SIP/SIG MEETING 9-22-10

- Welcome
- MEAP Update (Donna and Cindy have agreed to help develop a schedule)
- SIG Overview (Deadlines, Plan revision and application as well as grant)
 1. Introduction to 3 tiered intervention
 2. School Data Profile - priority
 3. Extended learning time for all students (How do we accomplish this?)
 4. Factors in evaluation to include student achievement
 5. Incentive/merit pay
 6. Alignment to new outline (This involves converting the old outline to the new one.
 7. Math strategies and interventions (Use goal template)
 8. Reading/Writing strategies and interventions (Use goal template)
 9. Calendar (3 years – training, interventions, testing, and cost)
 10. Funding (Cost breakdown as well as funding source)
 11. Writers (Will be able to use RMS and Lincoln High School as an example)

*We need to list people and agree on times (each group can be different – you could meet a couple days after school, before school, weekends, supplemented by e-mail phone, etc.)

ROSEVILLE COMMUNITY SCHOOLS

Instruction Office 586-445-5508

MEMO TO: Paul Schummer, Principal – EMS
Dave Rice, Principal – RMS
Jason Bettin, Asst. Principal - RMS

FROM: Mike LaFeve, Assistant Superintendent for Instruction

DATE: October 13, 2010

SUBJECT: Minutes from School Improvement Meeting on Friday, September 24, 2010

1. The AIMSweb subscriptions are being purchased and the teacher training is being scheduled for November 1-2, 2010.
2. Additional literacy coaches have been provided by the MISD in MEAP preparation for Roseville and Eastland Middle Schools.
3. We will be meeting with Mark Coscarella on Friday, October 1, 2010, at 10:00 a.m., at the Ad. Bldg. It was suggested that Dr. Judy Pritchett (MISD), Becky Vasil (Human Resources), and Gary Scheff (RFT) also be invited to attend. A list of possible questions were generated and we all agreed to behave ourselves in our dealings with the MDE.
4. Donna Berg is creating a list of targeted students for the teaming hour teachers for both middle schools.
5. We agreed that the administrative team will provide coverage for all of the ELA and Math collaboration meetings in their own buildings. Mike LaFeve will help Paul with coverage at EMS.
6. We will meet on Monday, October 4, 2010, at 12:30, to debrief following our Meeting on October 1st with the MDE.
7. The first Board of Education Ad Hoc School Improvement Meeting will be October 18, 2010, at 3:15 p.m.

8. Much discussion occurred around the following topics:

- a) Extended Learning Time – Possibilities included a 6 hour day, providing a seminar hour or lengthening the CORE classes while reducing the elective classes.
- b) Collaboration Time – Both schools felt a late start (i.e., 90 minutes one or two days a month) as a compromise to subbing out or conducting after school meetings.
- c) Scheduling Tier II and III Students – Options/examples were discussed. These options will be discussed at a later date.

Items for later discussion:

- 1. Revision and submission of SIG grant/plan.
- 2. AIMSweb student testing schedule – November 8-23, 2010.
- 3. Creating ways of scheduling Tier II and III students.
- 4. Purchase of Tier II and III reading materials.
- 5. Purchase of graphic calculators.
- 6. Chart outlining all activities in the grant.

Cc: Mr. John Kment, Superintendent
Ms. Becky Vasil, Deputy Superintendent
Ms. Lynn Hutchison, Asst. Superintendent
Mr. Mark Blaszkowski

Attachment V – Extended Learning Time Chart and Executed Addendum

Extended Learning Time Summary

Activity	Support	Hours
Extended School Day	All students	60
Before/After School Tutoring	All students ELA/Math/Science	155
Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Jump Start Transition Summer Program	Incoming students	8
	TOTAL	399

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

In compliance with the State School Reform/Redesign Plan, the parties agree to add a minimum of 20 minutes of increased learning time per day (approximately 60 hours/year or 8.5 days/year) at Eastland Middle School. The extra time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers.

The additional time will be used for (a) instruction for all students in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff, and listed within the school district's School Reform/Redesign Plan.

Teachers will be compensated for the added time based on their contractual hourly rate.

The plan will be finalized by August 2011, and implemented for the 2011/2012 school year.

Roseville Community Schools

 1/12/11

Rebecca Vasil
Deputy Superintendent

Date

Roseville Federation of Teachers

 1-12-11

Gary Scheff
President

Date

Attachment VI
Activities, Training, Technology
Intervention Table

Student Interventions and Professional Development at Eastland Middle School

Activity	Activity Will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source(s)	Activity Provider	Implementation Timeline
AIMSweb/ RTI-Progress Monitoring	RTI, Data based Decision Making, Progress Monitoring	Student Subscriptions, Staff Training, Substitutes, Scanners	\$6625.00	General Fund, School Building Fund	AIMSweb	Year 1
Leadership Training – Principal Series	Building Leadership Capacity	Support Staff – Teacher-In-Charge	\$225.00	General Fund	MISD	Years 1-3
Lunch Tutoring	Extended Learning Time	Classroom, consumables	\$300.00	General Fund	EMS staff	Years 1-3
Literacy coach	Reading comprehension, writing fluency	2 literacy coaches	\$43,830.00	School Improvement Grant	MISD	Year 1
After School Tutoring	Extended Learning Time	ELA and Math Staff, computer lab/classroom, Successmaker software, Carnegie software (purchase/training in place)	\$4,226.21	Section 31A	EMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Math Staff members, math coaches, computer lab/classroom, Carnegie software (purchase/training in place)	\$11,214.35	Section 31A	EMS Staff	Year 1
Summer Literacy Camp	Extended Learning Time	ELA Staff members, computer lab/classroom, Successmaker software (purchase/training in place)	\$6,010.86	Section 31A	EMS Staff	Year 1
Coaching Hours	At risk students	Training (for some staff) in our ELA and Math strategies to be provided by teacher trainers.	\$451.96	Section 31A Year 1/2/3	EMS staff through grant funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum, Teachers have been trained in Data Director, and two teacher trainers have been trained Corrective Reading and Expressive Writing	\$56,115.02	Section 31 A	EMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum, Teachers have been trained on Carnegie software	\$76,537.32	Section 31 A	EMS Staff	Year 1
Writing Tracker	Tier I students	ELA teachers have been trained in this method. We will train all other teachers.	\$0.00		MISD	Year I
PLC Collaborative Math Training	Job embedded professional development, Culture Shift, Sustainability	Substitute teachers – Math teachers are meeting with MISD Math Consultants twice per month. Teacher Trainers will train new staff.	\$2560.00	District General Fund	Macomb ISD	Year 1

Student Interventions and Professional Development at Eastland Middle School Continued

The Principal Series	Leadership capacity, ensure teacher effectiveness	Support Program	\$75.00	General Fund	Macomb ISD	Year 1
Reading Apprenticeship training program and observation	ELA Tier I students, job embedded professional development	Substitute teachers for those who have not been trained, consumables	\$780.00	General Fund	Macomb ISD	Years 1-3
Corrective Reading Training and program	RTI, ELA Tier II and II Students	Consumables	\$11,597.20	General Fund	Macomb ISD	Years 1-3
Corrective Reading Training and program	RTI, ELA Tier II and II Students	Substitutes, teacher trainers will train new staff	\$1800.00	General Fund	Macomb ISD	Years 1-3
Spelling Through Morphographs	ELA Tier II and III students	Teacher Editions	\$1117.20	General Fund	EMS	Year 1
Spelling Through Morphographs	Training and program/ RTI, ELA Tier II and III Students	Substitutes, teacher trainers will train new staff	\$1200.00	School Improvement Grant	MISD	Year 1
Tools and Talk	Training, Increase student achievement, build leadership capacity, culture shift, collect and organize data	Substitutes, collaborative time	\$1890.00	School Improvement Grant Year 2	MISD	Year 1
Tools and Talk: Data, Conversation, and Action for Classroom and School Improvement	Increase student achievement, build leadership capacity, culture shift, collect and organize data	25 Books	\$1050.00	School Improvement Grant Year 2	Learning Forward	Year 1

Technology for Interventions at Eastland Middle School

Activity/ Support	Activity Will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source(s)	Activity Provider	Implementation Timeline
Ames Web Testing	RTI, Data based decision making	Dedicated computer lab (see below), software, scanners, training	\$6625.00	School General Fund	Pearson	Year 1
Data Director Scanner	RTI, Data based decision making	Toner, Drum Wheel	\$1,000.00	RDI Grant	MISD	Year 1
Data Director	PLCs, Data based decision making, research based instruction	Program and training, Scanners, substitutes	\$2320.00	MISD, Mini grant, Title IIA, General Fund	Macomb ISD	Year 1
Power School	Data based decision making Parent Communication	Program and training	\$0.00	MISD	Macomb ISD	Year 1
Successmaker	ELA Tier II and Tier III students	Curriculum/software, Training 40 licenses	\$37,920.00	School Improvement Grant	Teacher Trainers	Year 1
Carnegie Learning Software	Math Tier II and Tier III students	Curriculum/software	\$0.00	MISD	Carnegie	Year 1
Nspire Graphing Calculators Purchases	Tier I, II, and III students, data based decision making	Graphing calculators, teacher training	\$22,005.00	School General Fund	MISD	Years 1-3
Creation of ELA/ Math Designated computer lab	Tier I, II, and III students, Data based decision making, Progress Monitoring	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500.00	Roseville Community Schools District Bond	Eastland Middle School Staff	Year 1
Nspire Navigator System	Tier I, II, III students	Wireless Router, Navigator System for each math classroom and Math Lab, TI-Nspire Viewscreen Panels	\$18,037	School Improvement Grant	MISD	Years 1-3
Interactive Smartboards	ELA, Math Tier I, II, and III students, Marzano Highly Engaged Classrooms	8 Smartboards and Projectors (used for Math, Math Attack, Special Education Classrooms, Tutoring and Computer Labs	\$29,592.00	School Improvement Grant	Eastland Middle School Staff	Year 1

Technology for Interventions at Eastland Middle School Continued

Activity/ Support	Activity Will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source(s)	Activity Provider	Implementation Timeline
ELMO Projectors	ELA, Math, Special Education Tier I, II, and III students, Marzano's Highly Engaged Classrooms	12 ELMO Projectors (Document Cameras)	\$7,068	School Improvement Grant	Teacher Trainers	Year 1
Digital Projectors and Screens	Tier I Students, Marzano's Highly Engaged Classrooms	12 LED Projectors	11,868.00	School Improvement Grant	Eastland Middle School Staff	Year 1,2,3
RF Response Cards (Classroom response systems)	Tier I, II, III students, Marzano's Highly Engaged Classrooms	6 classroom sets of RF response cards and receivers (includes software)	\$8,024.52	School Improvement Grant	Turning Technologies (MISD uses)	Year 1
Flip Ultra HD Camera	Tier I, II, and III students	3 Flip Cameras. MISD consultants and PLCs collaborate and view lessons and critique them.	\$450.00	School General Fund	MISD	Year 1

Attachment VII

Eastland Middle School Transformation Timeline
2010 - 2013

Eastland Middle School Transformation Timeline 2010-2013

December 2009

- ☑ Turnaround Principal Paul Schummer was installed at Eastland Middle School to Improve MEAP scores.

June 2009

- ☑ EMS students with a 3 or 4 on their MEAP Math test attend Summer Math Camp.

July 2009

- ☑ EMS students with a 3 or 4 on their MEAP ELA test attend Summer Literacy Improvement Camp.
- ☑ Administration and Staff met with parents to develop core beliefs and a new vision and school-home compact for Eastland Middle School
- ☑ Staff and parents work to make School Improvement Plan more robust.

August 2010

- ☑ Eastland Middle School was notified that it was on the Lowest Performing Schools list.
- ☑ Staff and parents work on School Improvement Plan

September 2010

- ☑ Roseville Administrators attended a meeting for the schools on the list in Lansing.
- ☑ Successmaker Training
- ☑ Staff met and overwhelmingly supported the transformation model.
- ☑ EMS staff training on Data Director
- ☑ EMS staff training on Powerschool and Powerbook.
- ☑ Parents met with administrators and overwhelmingly selected the transformation model
- ☑ Student Achievement Seminar
- ☑ Roseville Board of Education
- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☑ Teacher Trainers are trained in Corrective Reading and Expressive Writing.
- ☑ Staff to attend the Data Director Symposium after being awarded a mini grant.
- ☑ Instructional Aides (coaches) begin working with at risk students in math and ELA classrooms
- ☑ Marty Zimmerman, MISD Literacy Coach starts working 2 days per week with EMS teachers and students in the classroom on Close and Critical Reading and increasing Writing Fluency.
- ☑ SIP/SIG committee meetings take place before and after school and on teacher lunch and prep time.
- ☑ Carnegie Math training

October 2010

- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Facilitators of School Improvement Middle School training
- ☒ Instructional Aides continue to work with at risk students.
- ☒ Principal Series
- ☒ Ad hoc Transformation Model committee meeting
- ☒ Reading Apprenticeship for new teachers

November 2010

- ☒ Facilitators of School Improvement Middle School
- ☒ Adaptive Schools Training
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Principal Series
- ☒ AIMSweb Training
- ☒ Close and Critical Reading Training for Science and Social Studies staff
- ☐ Ongoing School Improvement Meetings
- ☐ Work on schedule for Tier II and III students

December 2010

- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☐ Facilitators for School Improvement
- ☐ SIP teams work on SAR for NCA QAR visit next year.

January 2011

- ☐ Principal Series
- ☐ Universal Screening of All Students
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☐ RTI Three Day Implementation Training
- ☐ Reading Apprenticeship for new teachers
- ☐ SIP Teams work on SAR for NCA QAR visit next year

February 2011

- ☐ Principal Series
- ☐ Teacher Leader Cohort IV Adaptive Schools
- ☐ Turn in QAR
- ☐ RTI – Academics
- ☐ Using MEAP data to guide your ELA Classroom
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

March 2011

- ☐ Student Achievement Seminars
- ☐ Teacher Leader Cohort IV
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

April 2011

- ☐ Facilitators of School Improvement
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☐ Student Achievement Seminar

May 2011

- ☐ Teacher Leader Cohorts IV – Celebration
- ☐ Principal Series

July-August 2011

- ☐ Tools and Talk Training - MISD

2011 - 2012

- ☐ Teacher Leader Cohorts V – Different staff to build capacity
- ☐ Professional Learning Communities – Teacher leaders
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Teacher leaders
- ☐ Data Director – Teacher trainers and Para pro
- ☐ Close and Critical Reading – Teacher trainers
- ☐ Improving Writing Fluency – Teacher trainers
- ☐ Reading Apprenticeship – Teacher trainers
- ☐ Corrective Reading – Teacher trainers

2012 - 2013

- ☐ Teacher Leader Cohorts VI – Mix of staff from previous two years
- ☐ Professional Learning Communities
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Include different teachers
- ☐ Data Director – New staff, teacher trainers
- ☐ Close and Critical Reading – New teachers, elective teachers
- ☐ Improving Writing Fluency – New teachers, elective teachers
- ☐ Reading Apprenticeship - Refresher
- ☐ Corrective Reading – New teachers

Attachment VIII

Roseville Community Schools Board of Education

Board Meeting Minutes - Approval of

Transformation Model for Eastland Middle School

ROSEVILLE COMMUNITY SCHOOLS

Roseville, Michigan

BOARD OF EDUCATION

MINUTES OF REGULAR MEETING

AUGUST 23, 2010

The Regular Meeting of the Board of Education of the Roseville Community Schools, County of Macomb, Michigan, was held at the Roseville Administration Building on the twenty-third day of August, 2010.

PRESENT: Theresa Genest, Vice President
Gregory Scott, Secretary
Alfredo Francesconi, Treasurer
Ruth Green, Trustee
Matthew McCartney, Trustee
Brent White, Trustee

ADMINISTRATION PRESENT:

John R. Kment, Superintendent
Rebecca Vasil, Deputy Superintendent
Michael LaFave, Assistant Superintendent
Lynn A. Hutchison, Assistant Superintendent of Business and Finance
Jon Steenland, Director of Buildings and Grounds

OTHERS: Doug Dinning, School Attorney

The meeting was called to order by Vice President Theresa Genest at 7:00 p.m.

I. PLEDGE OF ALLEGIANCE

Members of the Board of Education, the administration and the citizens arose and recited the Pledge of Allegiance.

II. MOMENT OF SILENCE FOR JOSEPH STEENLAND

Following a moment of silence, Superintendent John Kment presented Joe Steenland's gavel to the Steenland family.

III. APPROVAL OF MINUTES

Special Meeting of August 9, 2010

Motion by McCartney, supported by Green to approve the minutes of the Special Meeting as presented.

MOTION CARRIED UNANIMOUSLY (6-0)

IV. COMMENTS FROM BOARD OF EDUCATION MEMBERS AND ADMINISTRATORS

All Board Members & Administrators – expressions of appreciation for Joe Steenland.

V. PUBLIC HEARING

Deanne Sluchak – Secondary bussing
Amy May – Secondary bussing
Barb Birchall – Secondary bussing
James Blackford – Secondary bussing
Heather Parker – Secondary bussing

VI. PERSONNEL RECOMMENDATIONS

RETIREMENTS (FOR INFORMATIONAL ONLY)

	<u>Assignment</u>	<u>Date</u>
Melchior, Roxana	Administrative Assistant Transportation/Reception	08/01/10

RESIGNATION (FOR INFORMATION ONLY)

	<u>Assignment</u>	<u>Date</u>
Battani, Vincent	Math Instructional Aide Roseville High School	08/01/10
Cantalini-Raja, Tracy	Special Education Teacher Dort & Patton Elementary	08/16/10

VII. DISCUSSION AND/OR ACTION ON BOARD VACANCY/REPLACEMENT

Administration was directed to solicit letters of interest from individuals who wish to be considered for the current Board vacancy. Submissions must be received by 3:00 p.m. Friday, August 27.

VIII. DISCUSSION AND/OR ACTION ON WAIVING BOARD POLICY ON VACANCY

Motion by Francesconi, supported by White to waive the Board policy in order to allow 30 days to appoint a replacement.
MOTION CARRIED UNANIMOUSLY (6-0).

IX. DISCUSSION AND/OR ACTION ON BOARD OFFICERS

Motion by Francesconi, supported by White to appoint Theresa Genest as Board President.
MOTION CARRIED UNANIMOUSLY (6-0).
Motion by Scott, supported by Green to appoint Alfredo Francesconi as Board Vice President.
MOTION CARRIED UNANIMOUSLY (6-0).
Motion by Green, supported by Scott to appoint Matthew McCartney as Board Treasurer.
MOTION CARRIED UNANIMOUSLY (6-0).
Greg Scott announced his resignation as Board Secretary.
Motion by Scott, supported by Francesconi to nominate Brent White as Board Secretary.
MOTION CARRIED UNANIMOUSLY (6-0).

X. DISCUSSION AND/OR ACTION ON GUEST ESTATES LOT #4

Motion by Francesconi, supported by Green to accept the presented offer for the purchase of the home at Guest Estates #4.
MOTION CARRIED UNANIMOUSLY (6-0).

XI. DISCUSSION AND/OR ACTION MHSAA MEMBERSHIP RESOLUTION

Motion by Francesconi, supported by McCartney to adopt the MHSAA Membership Resolution.
MOTION CARRIED UNANIMOUSLY (6-0).

XII. DISCUSSION ON SCHOOL REFORM

Assistant Superintendent Mike LaFeve updated the Board and the audience on the State of Michigan's School Reform initiative and its impact on the district middle schools. Specifically updated the Board of Eastland Middle School's choice of the transformational model. The Board agreed with their decision.

XIII. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR COPIERS

Motion by Francesconi, supported by White to direct the Administration to evaluate the various copiers and then make a final purchase recommendation to the Board.
MOTION CARRIED UNANIMOUSLY (6-0).

XIV. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR MASONRY WORK (AD. BLDG.)

Motion by Francesconi, supported by McCartney to award the bid for masonry work at the Administration Building to Brend Contracting in the amount of \$38,000.
Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XV. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR STEEL WORK (AD. BLDG.)

Motion by McCartney, supported by Francesconi to award the bid for steel work at the Administration Building to Men of Steel, Inc. in the amount of \$52,960.
Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XVI. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR BUILDING CONCRETE FOUNDATIONS & FLATWORK (AD. BLDG.)

Motion by White, supported by Green to award the bid for building concrete foundations and flatwork at the Administration Building to 6K Construction Company in the amount of \$9,600.
MOTION CARRIED UNANIMOUSLY (6-0).

XVII. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR METAL STUDS, GYP. BOARD CARPENTRY & ACOUSTICAL CEILINGS WORK (AD. BLDG.)

Motion by McCartney, supported by White to award the bid for metal studs, gyp. board carpentry and acoustical ceilings work at the Administration Building to B & H Construction in the amount of \$87,598.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XVIII. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR ROOFING & METAL WALL PANELS WORK (AD. BLDG.)

Motion by Francesconi, supported by White to award the bid for roofing and metal wall panels work at the Administration Building to ESKO Roofing & Sheet Metal in the amount of \$406,000.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XIX. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR MECHANICAL WORK (AD. BLDG.)

Motion by White, supported by Francesconi to award the bid for mechanical work at the Administration Building to Contrast Mechanical, Inc. in the amount of \$426,800.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XX. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR PAINTING WORK (AD. BLDG.)

Motion by Francesconi, supported by Green to award the bid for painting work at the Administration Building to Seven Brothers Painting in the amount of \$3,447.

MOTION CARRIED UNANIMOUSLY (6-0).

XXI. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR ELECTRICAL WORK (AD. BLDG.)

Motion by Francesconi, supported by White to award the bid for electrical work at the Administration Building to Great Lakes Power & Lighting, Inc. in the amount of \$218,000.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XXII. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR TEMPERATURE CONTROLS WORK (AD. BLDG.)

Motion by Francesconi, supported by McCartney to award the bid for temperature controls work at the Administration Building to Metro Environmental in the amount of \$124,750.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XXIII. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID FOR TEMPERATURE CONTROLS WORK (KAISER ELEMENTARY)

Motion by Francesconi, supported by White to award the bid for temperature controls work at Kaiser Elementary to Metro Environmental in the amount of \$165,200.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott
MOTION CARRIED UNANIMOUSLY (6-0).

XXIV. WARRANT LIST

The General Fund warrant list for the month ending July 31, 2010, is submitted for Board approval. The Business Office has checked all bills and recommends that payment be approved.

Motion by Francesconi, supported by White, to approve the payment of all bills shown on the General Fund warrant list for the month ending July 31, 2010 as recommended.

Roll Call Vote: AYES – Genest, Francesconi, White, McCartney, Green, Scott

MOTION CARRIED UNANIMOUSLY (6-0).

XXV. FUTURE BOARD OF EDUCATION MEETINGS

Monday, August 30, 2010 (Special/Bond Tour) – Administration Building, 5:30 p.m.

Monday, September 13, 2010 (Regular) – Administration Building, 7:00 p.m.

Monday, September 20, 2010 (Regular) – Administration Building, 7:00 p.m.

Monday, October 4, 2010 (Regular) – Administration Building, 7:00 p.m.

XXVI. PUBLIC HEARING

XXVII. COMMENTS FROM BOARD OF EDUCATION MEMBERS AND SUPERINTENDENT

McCartney – Take a closer look at bussing; interior signage at the secondary schools

Francesconi – Improvements at Dort & Fountain

White – Board concern for the welfare of students

Green – Relook at bussing; impressed by improvements at Dort

Genest – Thank you for the support and pledge to work as a team to continue our efforts on behalf of Roseville students

XXVIII. COMMENTS FROM CENTRAL ADMINISTRATION

Jon Steenland – Thank you for all the tributes to his father and all the support for his family

XXIX. ADJOURNMENT

There being no further business before the Board of Education, motion by Francesconi, supported by White, to adjourn the meeting at 8:55 p.m.

MOTION CARRIED UNANIMOUSLY (6-0).

BRENT WHITE

SECRETARY

BOARD OF EDUCATION

BW/dr

Attachment IX

Ad Hoc Committee

Ad Hoc Meeting - SIG Grant

[Berg, Donna](#)

This message was sent with High importance.

Sent: Tuesday, October 12, 2010 9:57 AM

To: [Francesconi, Alfredo](#); [Scott, Gregory W.](#); [White, Brent A.](#); [Schummer, Paul](#); [Rice, David](#); [Bettin, Jason](#)

Cc: [Lafeve, Michael](#)

There will be an Ad Hoc SIG Grant meeting on October 18, 2010 at 3:15 p.m. at the Ad. Bldg.. You will be meeting in Conference Room 100A (back of the temporary Board Room), to discuss the SIG grant application and plan.

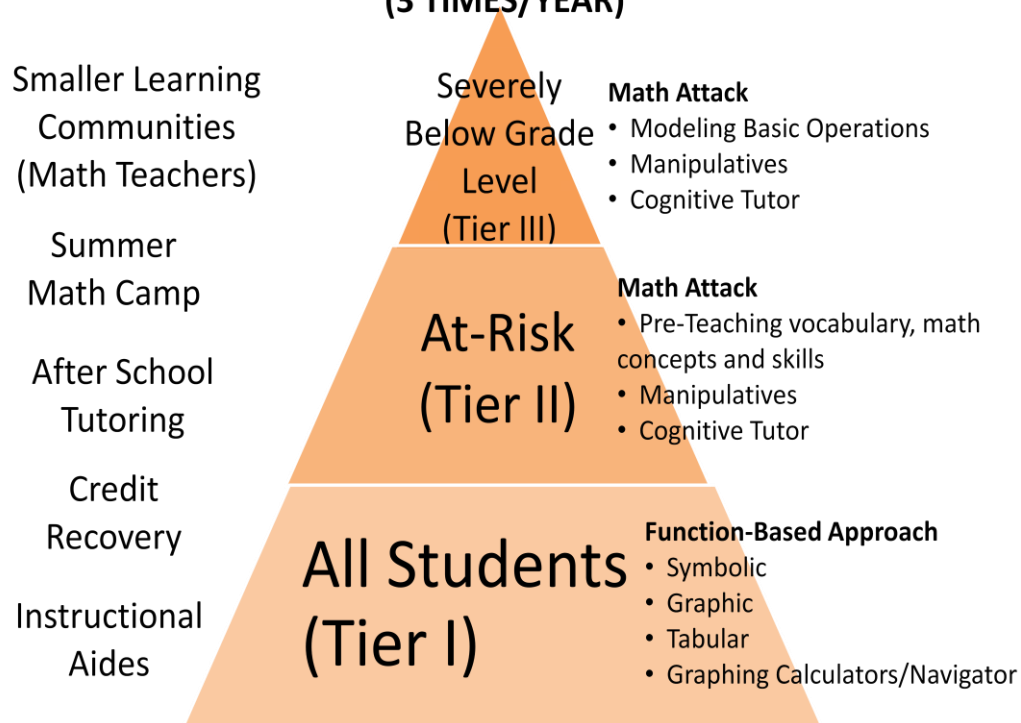
Thanks -
Donna

Donna Berg
Instruction Office
Roseville Community Schools
586-445-5508

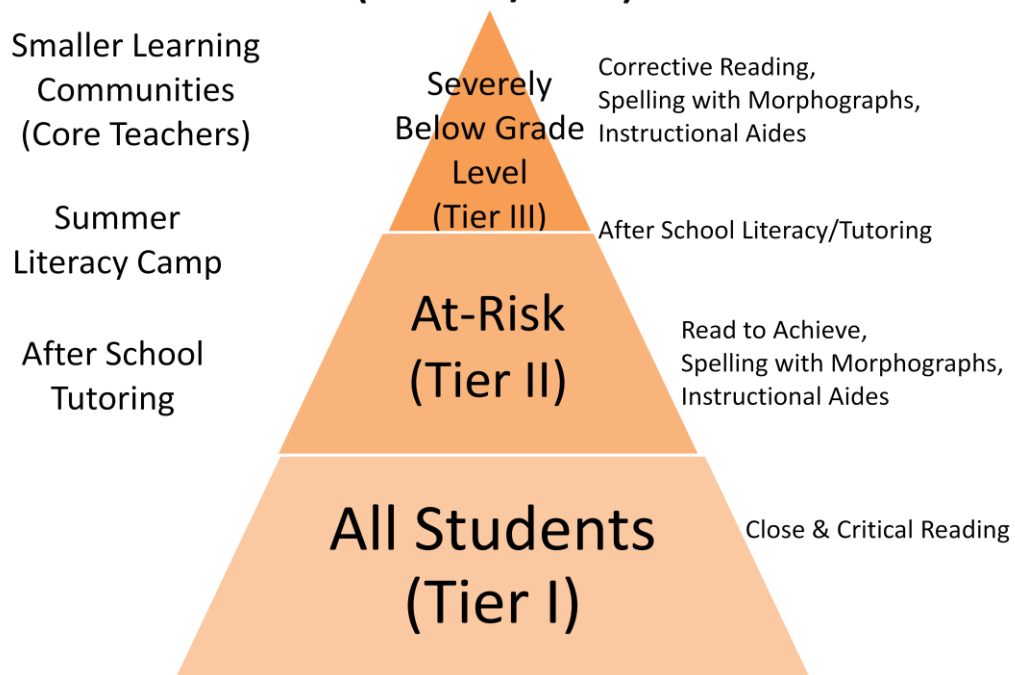
Attachment X

Three Tiered Intervention Graphs

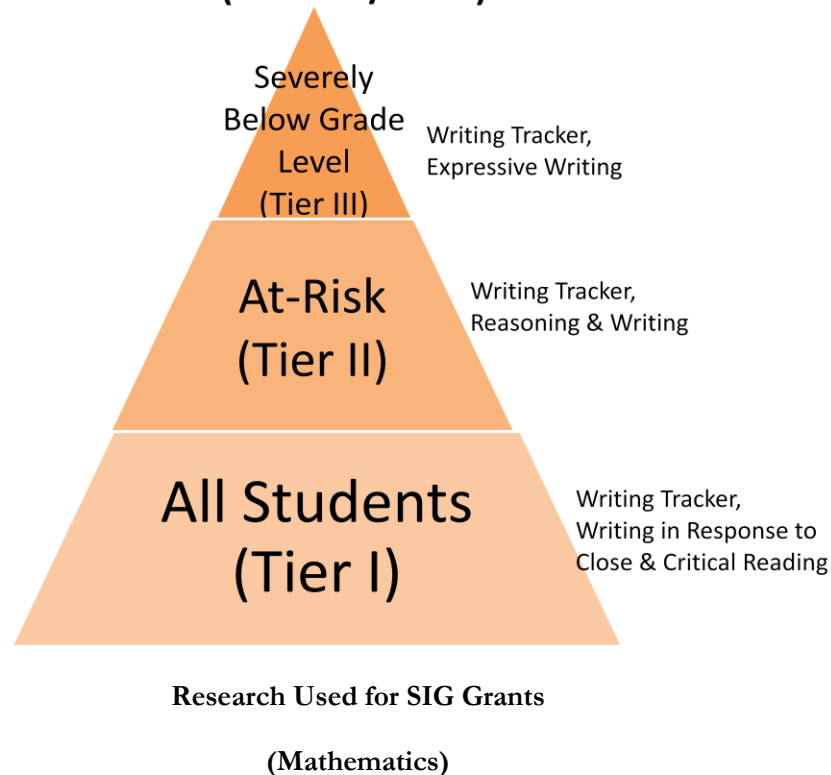
MATH - UNIVERSAL SCREENING (3 TIMES/YEAR)



READING - UNIVERSAL SCREENING (3 TIMES/YEAR)



WRITING - UNIVERSAL SCREENING (3 TIMES/YEAR)



****Data Driven Decision Making**

The **What Works Clearinghouse** standards and their relevance to **data-driven decision making** at the school level ...

ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

****TI – Nspire and Navigator**

Research on TI-Nspire™ & Navigator Technology

Conclusion: Students using TI-Nspire handhelds have demonstrated deeper understanding and greater abilities in drawing inferences, with greatest gains by low-achieving students. (O'Mahony, Baer et al.2008)

Conclusion: Appropriate use of TI-Nspire technology can facilitate use of shared resources for collaborative learning, high student engagement, and a novel, integrated format for instructional units. Beliefs, that the calculator is an aid to learning mathematics (not just an efficiency device).

(Aldon, Artugue et al. 2008)

Conclusion: Classroom use of TI-Nspire™ and the TI-Nspire™ Navigator™ System can enhance student engagement, collaboration and learning.

(Center for Technology in Learning 2008) Research Note #13

****RTI Intervention Research**

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

Attachment XI
Eastland Middle School
Professional Development Timeline
2010 – 2014

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
July				➤ Tools and Talk Professional Development Workshops
August				➤ Tools and Talk Professional Development Workshops
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Writing Tracker Training 	<ul style="list-style-type: none"> ➤ Principal Series ➤ Staff Update Meetings
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training, Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training, Thinking Maps, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Ames Web Training ➤ Facilitators of School Improvement ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff PD day ➤ Staff Update Meetings ➤ PLA Principal Meetings
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Reading Apprenticeship Training ➤ Principal Series ➤ Staff Update Meetings ➤ PLA Principal Meetings

Professional Development Timeline 2011 – 2012 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Staff PD Day ➤ Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ PLA Principal Meetings
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Staff Update Meetings ➤ AdvancedED/NCA Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Staff Update Meetings ➤ PLA Principal Meetings
May	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Staff Update Meetings
June				
July				
August	<ul style="list-style-type: none"> ➤ New Staff SuccessMaker Training 	<ul style="list-style-type: none"> ➤ New Staff Carnegie Training 		<ul style="list-style-type: none"> ➤ Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings

Professional Development Timeline 2012 – 2013 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meeting
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMDweb training for new staff

Attachment XII

**Ongoing Opportunities for
Family and Community Involvement**

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland Middle School and Roseville Middle School)	Parents, teachers, administrators, board members outside experts
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Biweekly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members
Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Jumpstart	Ease transition from elementary to middle School	Two days (6 th and 7 th grade) before school year begins	Students, parents, teachers, administrators
Parent Orientation	Ease transition from elementary to middle school	Once per year (parents of new incoming students)	Students, parents, teachers, administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition, community outreach	Once per month	Students, parents, teachers, administrators, board members
Powerschool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators
School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school –parent communication	Continuous	Parents, administrators
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses